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ABSTRACT

This self paced program in American Civics is for the ninth grade student who needs help on basic skills and who plans to enroll in vocational or business courses. Instructional materials, written at 9th grade level, consist of eight Learning Activity Packages (LAPs) on the following topics: Citizenship and Our Democracy; The Constitution of the United States; Federal, State, and Local Government in Action; Your Educational and Vocational Future; The American Economic System; Spending Your Money Wisely; Accounting for and Protecting Your Income; and Protecting your Environment. Each LAP, containing a statement of purpose and a list of resources, is divided into several broad topic sections containing statements of behavioral objects followed by activities, worksheets, self evaluation tests, and advanced study projects. An introduction to the course advises students of the requirements for successful completion. (Author/JH)

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LEARNING ACTIVITY PACKAGE

CITIZENSHIP AND OUR DEMOCRACY

SO 007 562

Ninety Six High School
Ninety Six, S.C. 29666

AMERICAN CIVICS 92

REVIEWED BY

LAP NUMBER 1

WRITTEN BY B. C. Calhoun

Requirements and General Instructions For LAP 1

Testing:

1. The progress test will be taken after you have successfully completed the necessary activities in sections I and II.
2. The LAP test will be taken after you have completed the necessary activities in section III.

Activities:

1. All written work must be neatly done
2. Maps and charts must be neatly drawn and labeled

Advanced Study:

Advanced study will be assigned by the teacher

RATIONALE

Citizenship exercises the duties, rights, and responsibilities of citizens, both as an individual and as a member of a community.

One of the main purposes of this LAP is to help you become a good citizen in your family, your school and your community as well as a good citizen in your state and nation.

Resources:

Section I Citizenship and You

Books

Below you will find the following abbreviations SSD or LID or TD. SSD means that the material is found in the Social Studies Department. LID means that it is found in the Resource Center. TD means that is is found in a special room in the school. The second column of abbreviations indicates the title of books, tapes and filmstrips to be used in the LAP. You will find some of the same references in the resource section of this LAP.

(SSD) A. C. American Civics by Vincent and Hartley

(SSD) and (TD) CFA Civics for Americans by Clark

(SSD) BC Building Citizenship by Hughes

LIB WBE World Book Encyclopedia

Cassette Tapes, filmstrips and films

(TD) CS and Fs The Rights and Duties of a Citizen

(TD) CS and Td The Dawn of Democracy In Greece

(SSd) DX and FS The Beginning of Democracy In Governments

(TD) Cs and Fs The founding of American Democracy

(TD) CS and FS The Steps In The Rise of American Democracy

SSD F film

Section I: Citizenship and You

Behavioral Objective 1

After you have completed the prescribed resources, you will be able to discuss the importance of good citizenship in everyday living.

Activities:

The following activities will aid you in achieving Behavioral Objective 1. Some of the activities must be written and checked by the teacher.

1. SSD AC pp. 36-39 You will read carefully and define terms that relate to citizenship.
2. SSD AC p. 580. You will read and describe Section I and II of the fourteenth amendment.
3. SSD AC p. 39 You will list the aims of good citizenship.
4. Using a chart or charts you may draw pictures or cartoons showing good and bad citizenship in the classroom, in the home or community.
5. SSD FS In the class room you will observe a film on "Good Citizen" & "Citizenship in the Community" In small groups you will list important points from the films on good citizenship.
6. Ask your teacher for a work sheet. It will be checked by the teacher.

Behavioral Objective II

After you have completed the prescribed activities you will be able to list and discuss the rights, duties and responsibilities of American citizens.

These activities will help you achieve Behavioral Objective II. When ever you don't understand, quietly raise your hand and the teacher will explains it to you.

1. SSD AC. Read pp. 37-38, then answer questions 9 and and 10 on page 40.
2. SSD AC. Pp. 32-35. Read the assigned pages. Then identify the Bill of Rights. List and describe the freedoms and rights of American citizens.
3. SSD fs & CT. from the filmstrip and cassette tape, you will list as many duties and responsibilities as you can.
4. List at least two duties and two responsibilities that you can exercise as an American citizen.
5. SSD AC. Pp. 250-251. You may prepare charts on the duties and responsibilities of American citizens. Be creative and use your thinking ability.
6. SSD You will write a paragraph on the "Importance of Good Citizenship."
7. You will take a part in small group discussions on "Good Citizenship in the Schools and the Government."

Self-Evaluation

In the space provided place "R" for citizenship rights and "D" for citizenship duties.

____ 1. American citizens must obey the law.

_____ 2. We can own private property.

_____ 3. An American citizen must pay taxes.

_____ 4. American citizens are protected by law.

_____ 5. American citizens must serve on the jury.

True-False In the space provided place the Letter "T" if the statement is true - If the statement is false place the letter "F" in the blank.

_____ 1. Civics is the study of governments and citizenship.

_____ 2. Citizenship is the duties, rights, and responsibilities of being a citizen.

_____ 3. A citizen is a member of a nation, owes allegiance to it, and is entitled to the rights granted to citizens by the government.

_____ 4. Democracy is government ruled by a few rich people.

_____ 5. A duty is something that a person ought to do or is required to do.

List three ways in which you can become a better citizen.

a.

b.

c.

Section II Becoming an American Citizen

Behavioral Objective 1

After you have completed the prescribed resources, you will be able to describe the ways in which a person may become an American citizen.

Activities:

The following activities should help you to achieve Behavioral Objective 1. Read the resources, if you don't understand ask your teacher for help. Some activities may call for writing.

1. SSD AC pp. 246-249
   a. You will list and define ways in which citizenship may be acquired in the United States.
   b. Then read the case of Konrad, Schmidt, describe each step in the process by which he, an alien, becomes a citizen of the United States.
   c. The class will have a general discussion on naturalization
2. Make a chart or diagram of an imaginary family coming to America to acquire citizenship. List the procedures of the parents and children.
3. Look in old newspapers for information and pictures of foreigners coming to the U. S., or foreigners that have been naturalized.

Behavioral Objective II

After you have viewed a filmstrip, you will be able to discuss the rights and duties of naturalized citizens.

Activities:

SSD AC pp. 248-249 List the rights and duties that a naturalized citizen cannot exercise.

2. SSD AC p. 39 You will be asked to state ways in which an individual may lose his citizenship.
3. LIB WBE Vol. 4, "C", p. 446. Write a brief report on citizenship day.
4. Ask your teacher for a work sheet. You will not be expected to answer all of the questions. This exercise will be checked by the teacher.

Self-Evaluation

I. Complete the following statements.

1. Aliens who become American citizens are called_____ citizens.
2. _____ is the legal method established by Congress by which an alien becomes a citizen.
3. An alien may apply for citizenship at the age of_____.
4. To become a naturalized citizen an aline must have lived in the U. S. for_____ years.
5. Citizens of the U. S. by birth are called_____ citizens.

II. Answer the following questions.

1. List the rights that a naturalized citizen can not exercise.
   a.
   b.
2. List two ways in which a citizen may lose his citizenship.
   a.
   b.
3. List the two general methods by which a person acquires citizenship.
   a.
   b.
4. Give the date and describe citizenship day.

5. What amendment established and defines citizenship.

Section III The Development and Growth of Democracy

Behavioral Objective 1

After you complete the prescribed activities, you will be able to discuss the development of democracy.

Activities:

The following activities will help you achieve objective 1. At this point you are required to take notes and ask questions. Listen carefully, don't talk and ask me to repeat when you miss the point or don't understand.

The following resources will be used.

1. LIB WBE p. 107 Topic - "The Development of Democracy." SSD CFA pp. 12-20 You will read an assignment on "The Development of Democracy"
2. The teacher will give a lecture on the development of democracy.
3. SSD CT &FS A work sheet will be given to you. Then you will observe the following tapes and filmstrip "The Dawn of Democracy In Greece" Complete the work sheet and give it to the teacher.
4. LID CT & FS Small group discussions will take place after observing the tape and filmstrip. "The Beginning of Democracy and Government"

Behavioral Objective II

After you complete the prescribed activities, you will be able to describe the growth of American Democracy.

Activities:

The following activities will aid in helping you achieve objective II

1. SSD AC pp. 22-26 You are required to read the above resources. Answer assigned questions 1-5.

2 The teacher will lecture on the Growth of American Democracy. We will have a general discussion.

3. SSD CT & FS We will observe a portion of the tape and filmstrip, "The Founding of American Democracy In Government." You will be given ten questions to answer. Study questions will be discussed at the end of the tape.

4. In small groups, you will take a part in a discussion on the weaknesses of the Articles of Confederation .

   SSD AC pp. 26 You will do a report on the work of the Constitutional Convention-- include notable Americans at the Convention and their contributions.

Self-Evaluation

True-False: In the space provided place the letter "T" if the statement if true. If the statement is false place the letter "F"

_____ 1. Democracy had its beginning in the city-states of Greece.

_____ 2. Democracy is a form of government in which the people rule.

_____ 3. The Declaration of Independence protected the rights of the individual.

_____ 4. The Magna Carta is an American document written by James Madison.

_____ 5. The House of Burgesses of 1619 was the first representative form of government in America.

II. Answer the following questions

1. List two reasons why we have government.

   a.

   b.

2. List the two English documents that helped to influence our government.

   a.

   b.

3. List two basic ideas from these documents that are used in our government.

   a.

   b.

4. List at least two weaknesses of the Articles of Confederation.

   a.

   b.

Advance Study

1. You and another student may prepare a bulletin board on "Good Citizenship."

2. Using a poster chart, you may do cartoons on "Good and Bad Citizenship" in the class room or community.

3. From the list of the American Presidents, students may do a written report on at least one of the "presidents". Include information on the following:
   a. childhood
   b. education
   c. political background
   d. contributions to government

   Briefly describe the childhood place more emphasis on the last three; education, political background, and contributions to government.

- SD 007 562

LAP

LEARNING

ACTIVITY

PACKAGE

THE CONSTITUTION OF THE UNITED STATES

Ninety Six High School

Ninety Six, S.C.

AMERICAN CIVICS 92

REVIEWED BY

LAP NUMBER 2

WRITTEN BY B. C. Calhoun

RATIONALE

LAP 2 deals with the foundation and the first three articles in the Constitution of the United States. Article I, the legislative, article II, the executive, and article III, the judiciary.

EXECUTIVE BRANCH
President
Vice-President
Sees That The Laws
Are Carried Out

LEGISLATIVE BRANCH
Congress
Makes the Laws

JUDICIAL BRANCH
Courts
Judges Laws And
Punishes Lawbreakers

Section I: The How and Why Our Federal Government Developed

Resources

Books

Below you will find the following abbreviations SSD means that the item will be found in the Social Studies Department. LIB means that it will be found in the library. TD means that it will be found in a special room in the library. The second column indicates the title of the book to be used for reference.

SSD	CMA	- Color Me American
SSD	AC	American Civics by Vincent & Hartley
SSD	CFA	Civics for America by Clark
TD	YLAC	Your Life As A Citizen by H. F. Smith
SSD	BC	Building Citizenship by Hughes
SSD	USH	United States History by
TD	WBE	World Book Encyclopedia
SSD	CUS	Constitution of the United States by Smithes & Barnes

Cassette Tapes & filmstrips, or filmstrips and films

TD	THB	The Historic Background
TD	CTLB	Congress the Legislative Branch
TD	CAIP	Congress and Its Powers
TD	TED	The Executive Department
TD	TC	The Cabinet
TD	IAA	Independent Administrative Agencies
TD	TJD	The Judicial Department and the System of Checks and Balances
TD	ATTC	Amendments to the Constitution

Section I; The How and Why Our Federal Government Developed

Behavioral Objective NO.1

After you have completed the prescribed activities, you will be able to describe the why and how our federal government developed.

Activities & Resources for Objective NO.1

The following activities will help you achieve Behavioral Objective 1. You may not need to do all of the activities, however, your teacher will tell you which to do, and as you check with her, she will tell you if and what additional work you need to do in order to successfully achieve the objective.

_____1. SSD USH p. 19 read the assigned page and list the reasons why the Englishmen came and describe the hardships that they encountered in the New World (America).

_____2. SSD CFA pp. 15-16 List the basic idea that the Englishmen brought with them to the New World and the English documents that this idea was based upon.

_____3. SSD MMA pp. 81-91 read the assigned pages and describe in writing at least two causes of the Revolutionary War.

a. What were the results of the Revolutionary War?

_____4. SSD AC pp. 22-26 YLAC 78-80. Describe the beginning of America's democracy in therms of the:

a. Mayflower Compact
b. Virginia House of Brugesses
c. Declaration of Independence
d. Articles of Confederation
e. Constitution of the United States

_____5. SSD CS & FS You will observe and listen to filmstrips and cassette tapes on the above documents. Worksheets will be given to you. These will be checked in a general class room discussion.

_____6. SSD AC pp. 24-25. Read the assigned pages. List the purposes of the Constitutional Convention of 1787.

_____7. SSD YLAC p. 82. Describe the general backgr[illegible] of the personalities at the Constitutional Convention. L[illegible]e contributions of each of the following.

a. George Washington
b. James Madison
c. Benjamin Franklin
d. Alexander Hamilton
e. Gouverneur Morris

_____ 8. SSD The teacher will lecture on each constitutional compromise. Then in small groups, you will discuss the importance of each compromise in our government today.

_____ 9. SSD YLAC p. 87. On a chart you will label the major compromises of the United States Constitution.

_____10. SSD YLAC On a chart, you will compare the form of government provided in the Articles of Confederation with that established by the Constitution of United States.

S T O P !! SEE YOUR TEACHER BEFORE PROCEEDING TO SECTION II

Behavioral Objective NO. 2

After you have completed your prescribed activities, you will be able to describe the preamble to the United States Constitution.

Activities & Resources for Objective NO. 2

_____ 1. SSD CMA p. 1 List the three different parts of the United States Constitution.

a. What is the first short statement in the United States Constitution?

b. What is the purpose of the Preamble to the United States Constitution?

_____ 2. SSD WD Define the words listed below in terms of the preamble.

a. preamble
b. establish
c. justice
d. insure
e. domestic
f. tranquility
g. promote
h. welfare
j. secure
h. posterity
1. ordain

_____ 3. SSD CMA p. 4. Write the meaning of each of the phrases in terms of the Preamble to the U. S. Constitution.

a. In order to form a more perfect union_____
b. Establish justice _____
c. Insure domestic tranquility_____
d. Provide for the common defense_____
e. Promote the general welfare_____
f. Security, the blessings of liberty to ourselves and our posterity_____

_____ 4. SSD CMA p. 5. How many articles are there in the United States Constitution?

_____ 5. SSD CMA pp. 9-31. List the titles for each of the following articles:

a. Article I

b. Article II

c. Article III

d. Article IV

e. Article V

f. Article VI

g. Article VII

_____ 6. Worksheets will be given to each student.

Self Evaluation

I. True-False. Place "T" for true and "F" for false.

_____ 1. The Declaration of Independence explained to the world that the main purpose of government was to protect the rights of individuals.

_____ 2. Citizenship may be gained through birth and naturalization.

_____ 3. A citizen is not a member of any country.

_____ 4. A good citizen is a person that takes a part in the affairs of his country.

_____ 5. The real trouble with the government set up by the Articles of Confederation is that the states would not give the national government enough power to operate efficiently.

II. Multiple choice. Circle the correct answer.

1. Ways in which American citizenship may be gained.

a. treason
b. voting in foreign elections
c. becoming a citizen of another country
d. all of these
e. none of these

2. An American citizen may gain citizenship through.

a. birth
b. naturalization
c. all of these
d. none of these

3. The Constitutional Convention met in the city of Philadelphia in 1787 for the purpose of.

a. changing or revising the Articles of Confederation
b. to write a new Constitution
c. all of these
d. none of these

4. The Great Compromise provided for a Congress of

a. two houses(senate and house of representatives)
b. one house (the senate)
c. the federal government
d. one house (the house of representatives)

5. Equal representation in the.

a. Senate
b. house of representatives
c. House of Lord
d. House of Commons

Section II: Congress: Our National Legislature

Behavioral Objective No. 1

After you have completed your prescribed program of study, you will be able to list and describe the powers and the organization of the United States Congress.

Activities & Resources

The following activities will help in achieving Behavioral Objective NO. 1 You aren't expected to do all of the activities; therefore, you should check with your teacher, she will instruct you on the needed activities and any additional work that you may need to do, in order to achieve the above objective successfully.

Activities:

_____ 1. SSD AC p. 44 You will write the general purposes or functions of our United States Congress.

_____ 2. SSD You will be submitted worksheets on the United States Congress. Questions should be answered and returned to the teacher for correction.

_____ 3. SSD Using the diagrams in the back of the LAP. You will list the following information.

1. List the representatives and senators from South Carolina to the United States.

2. State the number of senators from each state that are in our United States Congress.

3. State the minimum age of a representative and a senator.

4. State the total number of representatives and senators in congress.

5. List the salary of each United States Congressman per year.

_____ 4. Imagine that you are a Congressman. Make up a bill. Prepare a chart tracing each step by which your bill may become a law.

_____ 5. SSD AC pp. 52-59 In small group discussions you will explain each step in the law-making process.

_____ 6. You and another student may draw cartoons describing each step in the law making process.

_____ 7. SSD CT & FS on Congress: "The Legislative Branch" After listening to a portion of the tape and observing the filmstrip, the teacher will submit worksheets on the material covered. These sheets should be completed and returned to the teacher.

_____ 8. You will finish listening to the tape and observing the filmstrip, you will participate in a general class discussion.

Behavioral Objective NO. 2

II. After you have completed the prescribed activities, you will be able to describe the organization of the United States Congress.

Activities and Resources

The following activities should help you to achieve Behavioral Objective NO. 2

TD YLAC pp. 117-122 In small groups you will use the above reference for activities 1-5.

_____ 1. List the two houses of our bicameral legislature or Congress.

_____ 2. Name and point out differences between our bicameral legislature.

_____ 3. Describe ways in which our bicameral legislature are similar.

_____ 4. Describe the general background of the congressmen in terms of their average age, education and political career.

_____ 5. List the qualifications and terms of our United States congressmen. Describe the advantages and disadvantages of their qualifications and terms in office.

_____ 6. TD CS and FS observe a portion of a filmstrip on the organization of our bicameral legislature. Worksheets will be submitted. They will be checked by the teacher.

_____ 7. SSD AC pp. 28-30. Show how the two houses (Senate and House) contribute to the American System of checks and balances in our government.

Behavioral Objective 3

III. The Constitution gives Congress the right to pass laws in five general areas. After you have completed your prescribed activities you will list the powers of Congress.

Activities and Resources

The activities below will help you achieve Behavioral Objective 3.

_____ 1. SSD AC pp. 59-60 List the five general areas in which congress has the right to pass laws. Then list the powers that congress can exercise under each general area.

_____ 2. SSD AC pp. 61-62 List the three specific powers of the House and the three specific powers of the Senate. Be prepared to discuss these powers in small group discussions.

_____ 3. SSD AC pp. 60-61 State and explain the powers that congress can not exercise.

_____ 4. SSD AC pp. 60-61 on paper you will prepare a chart, listing five things that congress can do and five things that congress can not do.

Self Evaluation

I. True-False Place "T" for true and "F" for false.

____ 1. A lawmaking body of two houses is called a unicameral legislature.

____ 2. The senate has two members from each state. A total of 99 senators from the 50 states.

____ 3. Congress has the power to pass laws.

____ 4. Congress has the power to print and coin money.

____ 5. Our congressmen make a salary of 42,500 per year.

II. Matching Exercise: In the blank before each item in column A, write the number of the word or phrase in column B, that is most closely related to it.

A	
____ Free postate	____ keeps order
____ Voters in congressman's district	____ runs errands
____ Schedule of bills	

B

1. calendar
2. Sergeant-at-arms
3. page boy
4. constituents
5. Frankling privilege

III. Answer the following questions.

1. The qualifications for becoming a United States Senator.

   age_____ citizen_____

2. The qualifications for becoming a United States representative.

   age_____ citizen_____

3. State the following information .

   a. name a senator from South Carolina ot the U. S. Senate.

   b. one representative from Greenwood, S. C. to the U. S. House of Representatives.

4. The three main steps in a bill becoming a law.

5. Three actions that a President of the U. S. may take on a bill.

Advance Study

1. You may do a written report on the life of Benjamin Franklin.

2. Make a chart on the checks and balances system in our United States Government. Show how the branches of government checks each other.

3. Prepare a bulletin board on the three branches of governments.

4. You may diagram a poster chart showing each step by which a federal bill may become a law.

5. You may read the election of 1800 or 1824, when a president was chosen by the House of Representatives. Be prepared to make a report to the class.

6. Write a letter to one of the senators or representatives from South Carolina. Find out what committees they are on and what particular legislation they are sponsoring or helping to prepare. Make sure that your letter is well written. Let your teacher check it before mailing.

Section III The Executive Department

Behavioral Objective NO. 1

I. After you have completed your prescribed activities, you will be able to describe the qualifications and the election of the president of the United State.

Activities and Resources

The following activities will help you achieve Behavioral Objective NO. 1.

_____ 1. Using newspapers, or old magazines, you will make a poster or booklet for display, featuring news and pictures of our president and vice president.

_____ 2. SSD AC pp. 70-75 Worksheets will be submitted. Read the assigned pages and answer the questions. Identification and the Review on page 75.

_____ 3. SSD AC pp. based on customs, describe the general background of the President and list the legal qualifications for becoming President of the United States.

_____ 4. SSD YLAC p. 147. State the terms of office for the president, his salary per year, expense account, travel and offical entertainment.

_____ 5. SSD YLAC p. 147 List the provisions that are made for the president upon retirement.

_____ 6. SSD AC pp. 118-126 and amendment 12 p. 579 In small groups you will discuss the election of the President and Vice President in terms of primaries, National Nominating Conventions, Campaignes, General Election and Electoral College.

_____ 7. SSD YLAC p. 148 Explain and show how the 25th Amendment deals with the office of the Vice President.

Behavioral Objective NO. 2

II. After you have completed the prescribed program of study you will list the functions and powers of the President.

Activities and Resources

The following activities will help you achieve Behavioral Objective NO. 2.

_____ 1. SSC AC p 29 List the main purpose of the executive department.

_____ 2. SSD AC p. 29 Study the chart on the Separation of Powers and answer the questions 1-4.

a. List the person in charge of the Executive branch of government.

b. State who is in charge of the Legislative branch of government.

c. State who is in charge of the Judicial branch of government.

_____ 3. SSD YLAC pp. 149 List and discuss in small groups the powers and duties of the President.

_____ 4. SSD AC p. 72 Prepare a chart on the powers and duties of the president.

_____ 5. SSD AC pp. 70-75 Answer discussion questions on page 75.

_____ 6. SSD CS and FS Listen to a portion of the tape and observe the filmstrip (The Executive Department) on the powers and duties of the President.

Worksheets will be submitted.

Behavioral Objective NO. 3

III. After you have completed your prescribed activities, you will describe the organization of the President of the United States.

Activities and Resources

The following activities will help you to achieve Behavioral Objective NO. 3

_____ 1. SSD YLAC pp. 153-157 Read the assigned pages and answer questions 1-4 on page 157.

_____ 2. SSD The teacher will lecture on the organization and functions of the White House office and the President's cabinet members.

_____ 3. SSD AC pp. 76-81 Read the pages and study the chart on pp. 77. The chart should help you answer questions 1-7.

1. Which department handles the government's money?
2. If you were a school teacher, which department might you write to for information on education?
3. To which department would an ambassador report?
4. What is the annual salary of the President of the United States?
5. Soil conservation is the business of which department?
6. As a business man, you would get advice and information on business conditions from the department of__ _____.
7. Which department contains the Housing and Home Finance Administration?

_____ 4. SSD CS and FS. "The Executive Department" After listening to the tape and observing a portion of the filmstrip on the cabinet members, we will discuss it in small groups.

_____ 5. SSD AC pp. 82-84 Read the assigned pages. Answer the discussion Questions on page 84.

_____ 6. Take a part in small group discussions on the independent agencies. Each student should be prepared to discuss at least two agencies.

_____ 7. SSD AC pp. 82-84 and WBE Each student should make a written report on at lease one agency.

_____ 8. SSD CS and FS on "The Independent Agencies" Worksheets will be submitted. Upon completion, these sheets will be checked by the teacher.

Self Evaluation

I. True-False Place "T" for true and "F" for false.

_____ 1. One qualification for the presidency is you must be born in the United States.

_____ 2. The president is not commanding chief of the armed forces.

_____ 3. Congress has the power to veto bills.

_____ 4. The newest of the executive departments is the department of transportation.

_____ 5. The president's salary is 200,000 per year.

II. Match the following terms with their definition.

Column A

_____ Inaugural Address

_____ Pardon

_____ Twenty-Second Amendment

_____ veto

_____ Chief Executive

Column B

1. Gives the President of the U. S. two terms in office.
2. To reject or refuse to sign a bill.
3. The freeing of a convicted person from having to serve a sentence.
4. The president who must carry out our nation's laws.
5. A speech that sets the key note of the administration.

Section IV Federal Courts the Judicial Branch

Behavioral Objective NO. 1

After you have completed your prescribed activities, you will be able to list and explain the functions and organization of our federal court system.

Activities and Resources

The following activities will help you achieve behavioral objective NO. 1

_____ 1. SSD CFA pp. 259-260 State and describe reasons why we have courts.

_____ 2. SSD AC pp. 91-95 See the teacher for worksheets on the Federal Court System.

_____ 3. SSD YLAC pp. 165-166 List and describe the district or trial courts and the appellate courts.

_____ 4. TD YLAC pp. 166-167 Describe and give examples of court cases that must be tried in our federal courts.

_____ 5. TD YLAC p. 174 Describe the ways in w ich federal judges are chosen and the number of associates and chief Justices on our Supreme Court.

_____ 6. TD YLAC p. 174 List the justices, their terms in office and their salary per-year.

_____ 7. SSD FS Observe a filmstrip on the Judicial Branch of Governement.

Behavioral Objective NO. 2

II. After you have completed your prescribed activities, you will be able to describe the organization of our Federal Court System.

_____ 1. SSD CFA PP. 266-267 Going from the lowest to the highest you will list and explain the work of each of the three kinds of federal courts.

_____ 2. SSD YLAC p. 173. Congress from time to time has established additional courts to handle special types of cases. List each of these courts and describe their duties.

_____ 3. SSD YLAC p. 172 and AC p. 97. Read and study the charts. Using the diagram from the back of the LAP on The Federal Courts, fill in the required information.

_____ 4. SSD AC pp. 96-105 Worksheets will be submitted. They will be checked by the teacher.

_____ 5. TD WBE pp. Write a report on John Marshall's law background and his contributions to the Supreme Court.

_____ 6. SSD YLAC p. 177 Explain how the Supreme Court may delcare an act of Congress constitutional or unconstitutional.

_____ 7. SSD CS and FS, worksheets will be submitted. Listen to the tape and observe the filmstrip on "The Judical Department."

_____ 8. SSD Small group discussions on the functions, organization and the powers of the Supreme Court in our government.

S T O P! See your teacher before proceeding to the next section.

Self Evaluation

I. Matching Exercise. In the blank before each word in column A, write the number of the item in column B that is most closely related to it.

A	
_____ Common	_____ Civil cases
_____ Criminal cases	_____ vendict
_____ Statutory law	

1. Laws passed by a law making body.
2. The true answer or decision in the case.
3. Laws that develop from tradition or from judges' decisions.
4. Law that deals with disputes between two or more parties, usually over money or property.
5. Law that deals with crimes or actions which are wrong because they deprive people of rights and property.

II. True-False Place "T" for true and "F" for false.

_____ 1. Any person accused of a crime has the right to be represented by a lawyer.

_____ 2. The Supreme Court is the highest court in the United States.

_____ 3. In a jury trial there are usually 12 persons on the jury.

_____ 4. Persons accused of breaking a federal law are tried in a district court.

_____ 5. A subpoena requires a person to appear in court.

Advance Study

1. On a chart, you will label the presidential succession law.

2. Two students may form a committee and take a part in constructing a bulletin board on the President's Cabinets.

3. You may construct a chart on the salaries of the following governmental officials.

   a. President and Vice President
   b. Cabinet Members
   c. Chief and Associated Justices

4. You may write a report of two pages on ex-chief Justice Earl Warren.

5. You may do a written report on Senators Ernest Hollings, and Strom Thurmond. Include information on their childhood, education, and contributions to government.

6. You may select one of the following United States Representatives from South Carolina to do a written report on.

   a. Mendel Davis
   b. Floyd Spence
   c. William J. Bryan Dorn
   d. James R. Mann
   e. Thomas S. Gettys
   f. John L. McMillan

   Include information on childhood, education, contributions to government.

7. You may do a written report on either one of the United States Supreme Court Justices. Include information on childhood, education and contributions to politics and the Supreme Court.

   a. Chief Justice Warren E. Burger - Va.
   b. William J. Brennan, Jr.-N. J.
   c. Potter Stewart - Ohio
   d. Byron R. White, - Colo.
   e. Thurgood Marshall - N. Y.
   f. Harry A. Blackmun - Minn.
   g. Lewis F. Powell, Jr. - Va.
   h. William H. Rehnguist,-Ariz.
   i. William O. Douglas, - Conn.

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LAP

LEARNING
ACTIVITY
PACKAGE

FEDERAL, STATE, AND LOCAL GOVERNMENT IN ACTION

SP 007 562

Ninety Six High School
Ninety Six, S.C.

American Civics 92

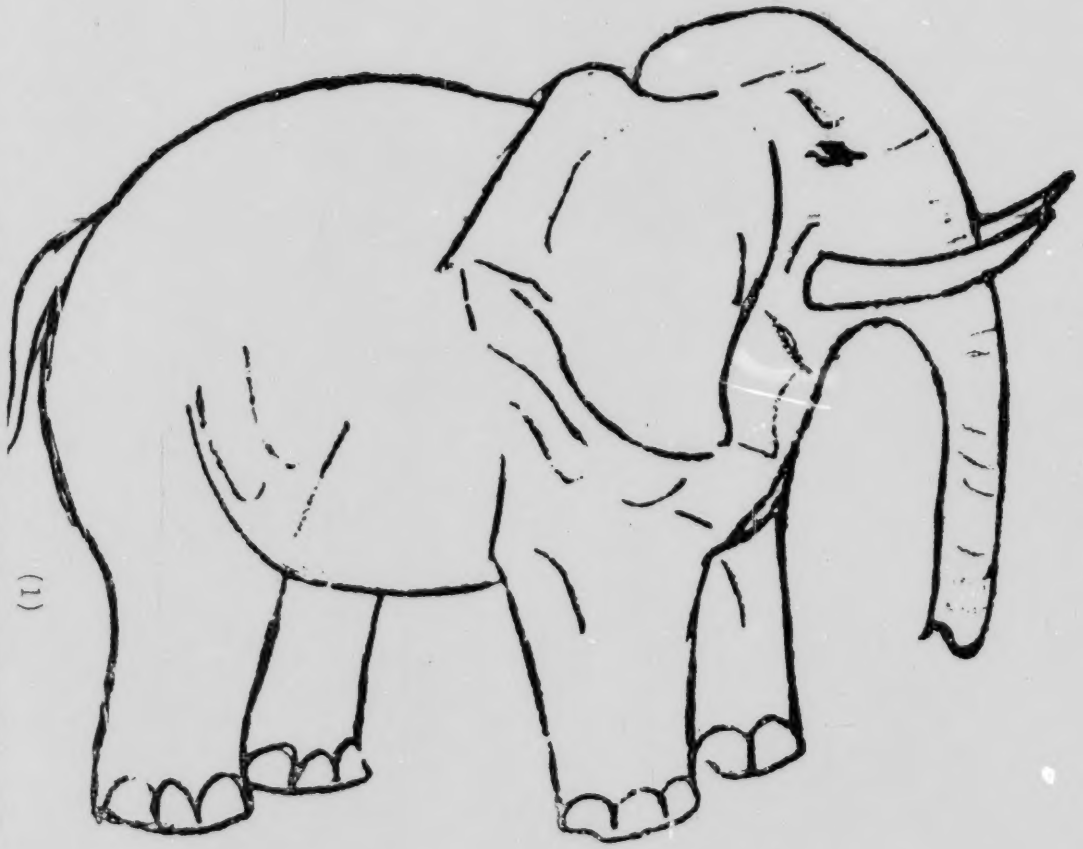
REVIEWED BY

LAP NUMBER 3

WRITTEN BY B. C. Calhoun

RATIONALE (The LAP's Purpose)

We Represent the Democrat and the Republican Party



REPUBLICAN PARTY

DEMOCRATIC PARTY

RESOURCES

BOOKS:

Below you will find the following abbreviations SSD or LID or TD. SSD means that the material is found in the Social Studies Department. LID means that it is found in the Resource Center. TD means that it is found in a special room in the school. The second column of abbreviations indicates the title of books, tapes, and filmstrips to be used in the LAP. You will find some of the same references in the resource section of this LAP.

SSD - A.C. American Civics by Vincent and Hartley

SSD & TD - CFA Civics for Americans by Clark

SSD - YLAC. Your Life as a Citizen by Smith

TD - A.H. Alexander Hamilton by Schachner

TD - T.J. Thomas Jefferson by Manuel Komroff

SSD - W.D. Webster's Dictionary

CASSETTE TAPES & FILMSTRIPS:

TD - Cs & fs "The Origin of the Two Party System"

TD - Cs & fs "The Rise of the Two Party System"

TD - CS & fs "The Criticism of the American Political Party"

TD - Cs & fs "A Defense of the American Political Party"

SECTION I: The Development and Functions of Political Parties in Our Government

Behavioral Objective #1

After you have completed your prescribed activities, you will be able to describe the development of the two party system in the United States.

Activities and Resources for #1

1. SSD - A.C. Pp. 110-111. Read the assigned resources. List and describe the development of the two party system in terms of

   a. Thomas Jefferson
   b. Alexander Hamilton

2. SSD - The American Presidents by Whitney. Pp. 27-40. Read the assigned resources and write a short report on Thomas Jefferson and Alexander Hamilton. Include the following:

   a. childhood
   b. education
   c. political background
   d. contributions to government

3. SSD - A.C. Pp. 110-111. Describe our present Democratic and Republican Parties in terms of

   a. Andrew Jackson
   b. Abraham Lincoln

4. From the Chart in the back of the LAP, answer the following questions:

   1. List the party and president for each of the following dates:

      a. 1789-1797
      b. 1929-1937
      c. 1861-1865
      d. 1929-1933
      e. 1961-1963
      f. 1963-1968
      g. 1968-1972

   2. List the number of times that each of the following parties have been in office.

      a. Democrats _____

      b. Republicans _____

   3. Which party has been in office more?

Activities and Resources for #1 (cont')

5. SSD - AC. Pp. 113-117. Complete the following activities:

THESE WILL BE CHECKED IN CLASS AND DISCUSSED BY STUDENTS AND TEACHER.

SHORT ANSWER. WRITE THE ANSWER TO EACH OF THE QUESTIONS IN THE SPACE PROVIDED.

_____ 1. What name is given to a group of citizens who organize to put their political ideas into effect?

_____ 2. What name is given to the written program that a political party promises to put into effect if elected?

_____ 3. Which political party does the donkey represent?

_____ 4. Which political party uses the initials GOP?

_____ 5. Who was the leader of the Anti-federalist during the time when Washington was President?

_____ 6. Which political party does the elephant represent?

_____ 7. Persons who run for election to office in our government.

_____ 8. Who was the leader of the Federalists during the time Washington was President?

_____ 9. Which party won the office of President in 1968?

_____ 10. What two candidates are running for the office of President of the United States in 1972?

6. SSD - Cs & fs. Worksheets. You will listen to a cassette tape and observe a filmstrip on "The Origin of the Two Party System in the United States."

7. You will take a part in a general classroom discussion on the development of the two party system in the United States.

Behavioral Objective #2

After you have completed your prescribed activities, you will be able to discuss the functions of the two party system in the United States.

Activities and Resources for #2

1. SSD - AC. Pp. 110-11. Read the assigned pages. List the two parties in the United States. Name Richard Nixon's party and George McGovern's party.

2. SSD - AC. Pp. 109-110 & 112. List and describe the jobs that political parties perform in our government.

3. SSD - AC. P. 112. Using the diagram on the assigned page, you will sketch a cartoon showing one job that political parties perform. Be creative, use your thinking.

4. SSD - Cs & fs. You will listen to a portion of a tape and observe a filmstrip on the work of political parties.

5. SSD - AC. P. 111. List a least two favorable and unfavorable reasons for having a two party system in the United States.

Behavioral Objective #3

After you have completed your prescribed activities, you will be able to describe the one party system in other governments and the third party in America.

Activities and Resources for #3

1. SSD - AC. Pp. 111-112. Define dictatorship. Then list the countries today that have a one party system. You will then draw these countries and label them according to their form of government.

2. SSD - AC. Pp. 111-112 List the favorable and unfavorable reasons of a one party system in a communist country.

3. SSD - AC. Pp. 112-113. Read the assigned pages and the information in blue under the topic "Third Parties in America." List the recent third parties and identify each.

4. SSD - AC. Pp. 112-113. Describe the work of third parties in the United States.

Activities and Resources for #3 (cont')

5. SSD - In small group discussions, we will show how the Independent party has influenced the Republican party in this election.

6. SSD - AC. P. 112. List two advantages and two disadvantages of third parties in United States.

SELF-EVALUATION I

I. SHORT ANSWER QUESTIONS: In the space provided, write the correct word or words that best answers each statement or question.

_____ 1. Group of citizens that work together to get a candidate elected president.

_____ 2. What a presidential candidate plans to do if he is elected to office.

_____ 3. The initials that represents the "Grand Old Party."

_____ 4. The leader of the federalists group who believed in a strong central government.

_____ 5. The first President of the United States and the one that feared political parties.

_____ 6. The leader of the Anti-federalist group who believed in state rights and a weak central government.

II. TRUE-FALSE: If the statement is True, write "T". If the statement is false, write "F" in the space provided.

_____ 1. Political parties select candidates to run for public office. Example - President, governor, etc.

_____ 2. Political parties let us know what is going on in our government.

_____ 3. The two major parties in the United States are the democratic and the republican.

_____ 4. Third parties do not influence any actions in our government.

_____ 5. Two third parties that are active in the United States today are the Independent and the United Black parties.

Behavioral Objective #1

After you have completed your prescribed activities, you will be able to describe the organization of our two party system.

Activities and Resources for #1

1. SSD - AC. Pp. 114-115. Read the assigned pages. Worksheets should be completed for evaluation.

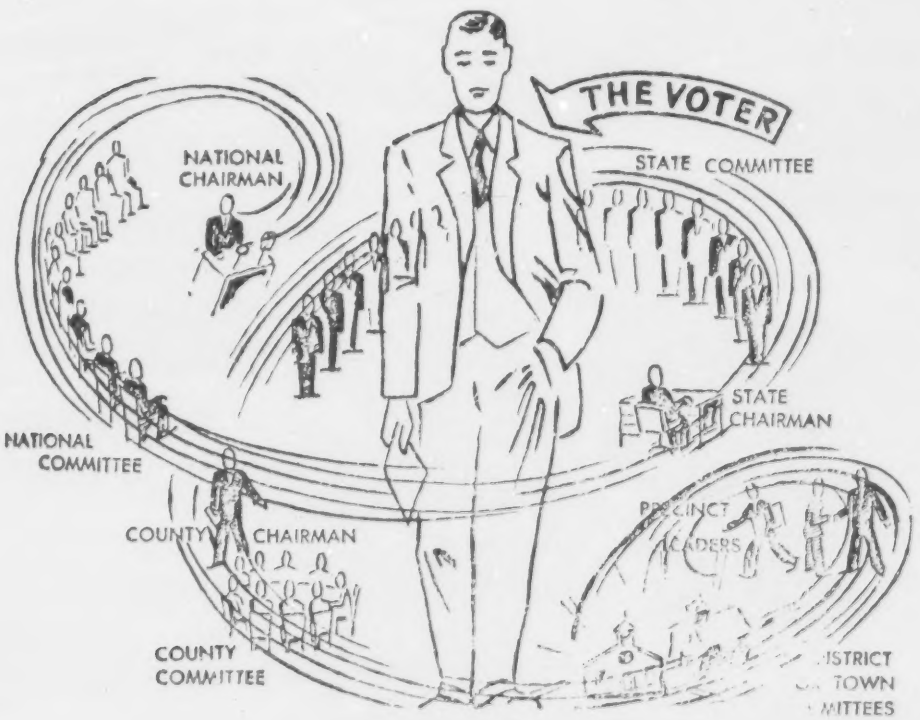
2. SSD - AC. Pp. 159, 180.
   W.D.- Pp. 493, 303, 827. Identify each of the following in terms of government.

   a. local
   b. state
   c. federal

3. SSD - AC. Pp. 152-159; 180-185. State what makes up each of these units of governments.

   a. local government
   b. state government
   c. federal government

4. Using the following diagram, you will answer these questions:



Activities and Resources for #1 (cont')

4. (cont')

   a. List the members of the local political structure.

   b. List the members of the state political structure.

   c. List members of the federal political structure.

5. SSD - AC. Pp. 114-115. Read the assigned pages. Describe the party organization in terms of the work of each of the following committees:

   a. national committee
   b. state central committee
   c. county or city committee

6. SSD - AC. Pp. 114-115. Read the assigned pages. Describe the duties of each of the following leaders:

   a. national chairman
   b. county chairman
   c. precinct chairman

7. SSD - AC. Pp. 114-115. State how each of the committee members are chosen.

8. SSD - You will take a part in small group discussions on the party organization.

Behavioral Objective #2

After you have completed your prescribed course of activities, you will be able to describe campaigns in the United States.

Activities and Resources for #2

1. SSD - AC. Pp. 125-126. List at least five ways of campaigning in the United States.

2. SSD - AC. Pp. 125-126. Describe the importance of campaigning before an election.

3. In small groups you will prepare at least two campaign posters on presidential elections.

4. SSD - YLAC. Pp. 310-311. Describe ways in which campaigns are paid for.

Activities and Resources for #2 (cont')

5. SSD - YLAC & AC. Pp. 310-311. List and explain the legal restrictions placed on political contributions to campaigns.

6. SSD - List the advantages of restrictions on campaign contributions.

SELF-EVALUATION II

TRUE-FALSE: Place "T" if the statement is true. Place "F" if the statement is False.

____ 1. Political parties are organized in a series of national, state, county, city, ward, and precinct committees.

____ 2. The job of the precinct captain is to get people to vote for his party.

____ 3. Local government is in your city or town, county, or township.

____ 4. State government is in each of the 50 states.

____ 5. The national or federal government is government over all of the 50 states.

____ 6. The state committee is the largest of the party committee.

____ 7. A man and a woman from each state make up the national committee.

____ 8. The state committee job is to direct state-wide campaign and raise funds or money.

____ 9. The corrupt practices acts place a limit on the amount of money that a political party can spend to 3 million.

____ 10. Campaigns are conducted by parties on the local, state, and national levels. Examples - election posters, pencils, and buttons.

SECTION III - Elections in the United States

Behavioral Objective #1

After you have completed your prescribed activities, you will be able to describe elections in the United States.

Activities and Resources for #1

1. SSD - AC. Pp. 118. List and describe the two kinds of elections.

2. SSD - NP. In small groups, students will look through old newspapers for primaries that took place during the summer. Then we will prepare poster charts on the Democrats and Republican Primaries.

3. SSD - AC. Pp. 118-119. Describe the difference between the open and the closed primaries. State the one you like. Tell why.

4. You will take a part in small group discussions on primaries in the United States.

Behavioral Objective #2

After you have completed your prescribed activities, you will be able to describe national conventions.

Activities and Resources for #2

1. SSD - AC Pp. 122-124.
   YLAC. P. 309. List the two kinds of national conventions.

2. SSD - AC. Pp. 122. State how delegates are chosen to attend the national convention.

3. SSD - AC. P. 123.
   YLAC. Pp. 309-310. Describe the events of the National Nominating Convention.

4. SSD - AC. P. 123. Describe how presidential candidates are chosen in national conventions.

5. TD - Cs & fs. You will be given worksheets. After listening to a tape and observing a filmstrip on the National Convention, you will complete the sheets and return them to the teacher.

SECTION III

Behavioral Objective #3

After you have completed your prescribed activities, you will be able to describe Presidential General Elections.

Activities and Resources for #3

1. SSD - AC. P. 120. State the date for our presidential general election in terms of the Constitution.

2. SSD - AC. P. 579. List and describe the amendment that deals with the election of the United States President.

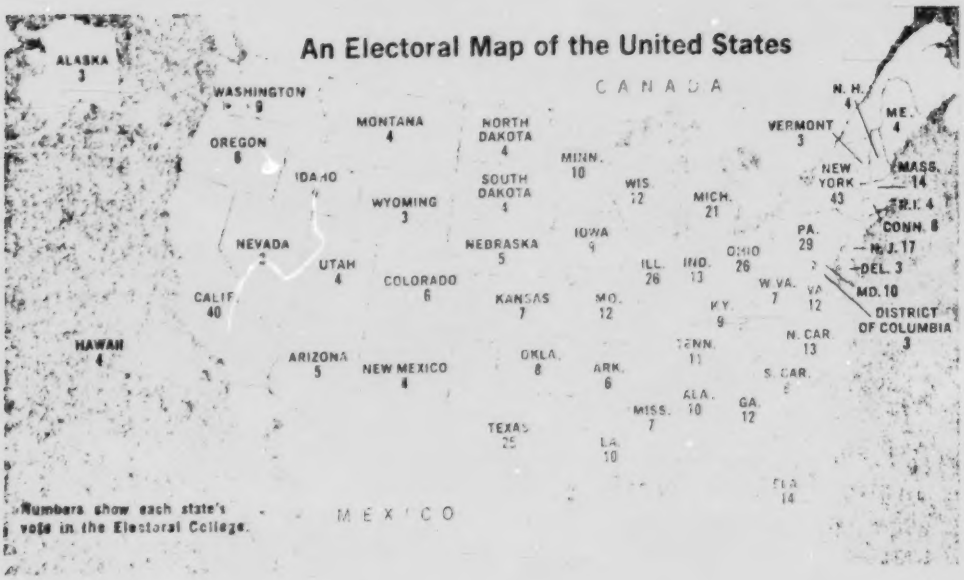
3. SSD - AC. Pp. 126-127. Read the assigned resources. The teacher will explain the electoral college system to the class.

4. SSD - YLAC. Pp. 311-312. Read the assigned resources.

   A. In small groups you will list the advantages and the disadvantages of the electoral college system.

      1. Suggest proposals to change the present electoral college system.

MAP STUDY. Examine the Electoral Map and then answer each of the short-answe questions which follow.



Activities and Resources for #3 (cont')

2. Seven states each have more than 20 electoral votes. Name them.

B. List the number of electoral votes for each of the above seven states.

C. What is the least number of electoral votes which any one state has? This number represents two senators and one representative.

D. Which of the last two states admitted to the Union has the larger electoral vote?

E. What is the total number of electoral votes? How many electoral votes must a candidate have to be elected?

F. If a candidate carried seven most populous states, how many electoral votes would he have? How many more votes would he need to be elected?

G. How many electoral votes does your state have?

SELF-EVALUATION III

I. MULTIPLE CHOICE: Circle the correct answer.

1. An election to give the voter a chance to choose the candidates for the general election.

   a. primary election

   b. National Convention

   c. electoral college

   d. communist election

2. The men and women who cast the official vote for the president.

   a. electors

   b. the people

   c. chief justice

   d. governor

3. The speaker who gives the opening speech at the National Convention.

   a. keynote speaker

   b. vice president

   c. secretary of state

   d. secretary of treasury

4. The total number of electoral votes in a presidential election.

   a. 438

   b. 538

   c. 600

   d. 735

II. Answer the following questions:

1. List the state that has the largest number of electoral votes.

2. List the state with the smallest number of electoral votes.

3. List the two kinds of National Nominating Conventions.

4. State the difference between the open and closed primaries.

5. State the date for our presidential general election in terms of the Constitution.

SECTIOV IV - Voting in the United States

Behavioral Objective #1

After you have completed your prescribed activities, you will be able to describe voting in the United States.

Activities and Resources for #1

1. SSD - YLAC. P. 298. Write a paragraph of a page and a half on "Why Voting Is Important in a Democracy."

2. SSD - YLAC. Pp. 229-300. Describe the chief voting qualifications in the United States.

3. SSD - YLAC. P. 299. Describe the purpose of each voting requirement.

4. SSD - YLAC. P. 300. Describe voter's registration in the United States in terms of

   a. permanent registration
   b. periodic registration

5. SSD - YLAC. P. 300. List and describe the amendment that extended voting rights. Show how this amendment improved American democracy.

6. SSD - YLAC. P. 300. Describe the federal voting act of 1965.

7. SSD - fs. You will listen to and observe a film on "How to Vote."

Behavioral Objective #2

After you have completed your prescribed activities, you will be able to describe the different ways of voting in the United States.

Activities and Resources for #2

1. SSD - YLAC. Pp. 303-304. List and describe each of the following ballots in terms of voting:

   a. Australian
   b. absentee
   c. office group
   d. party column
   e. nonpartisan

Activities and Resources for #2 (cont')

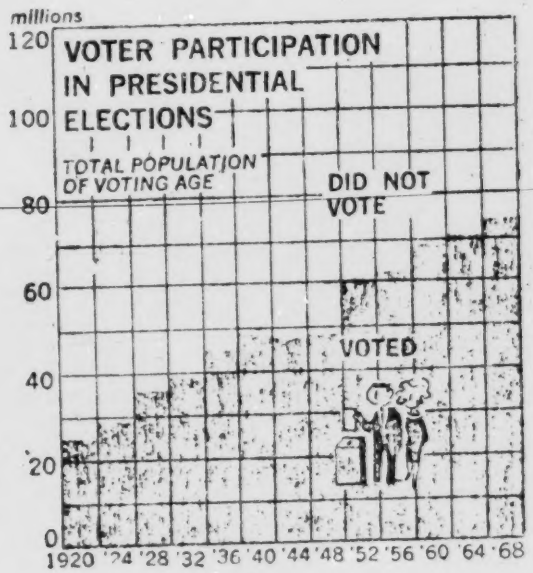
3. SSD - AC. P. 121. Describe the difference between the straight ticket and split ticket voting in the United States.

4. SSD - Using the ballots on page 19 and 21, you will practice voting straight ticket and split ticket voting by marking each bollot. You may not know the candidates, but the point is to know how to mark each type of ballot.

5. SSD - YLAC. Pp. 301-303. In a page or more, you will describe a trip to the poll to vote.

6. SSD - The teacher will give instructions on reading graphs.

7. SSD - Using the following graph, you will compare the percentage of adults that voted in 1920 with the percentage that voted in 1968.



8. SSD - YLAC. Pp. 299-300. List and describe ways of improving voting in the United States.

9. Based on your thinking, list at least two favorable reasons for voting in the United States.

SELF-EVALUATION IV

I. MULTIPLE CHOICE: Circle the correct answer.

1. The area into which city wards are divided for voting purposes.

   a. precinct
   b. state party convention
   c. Electoral College
   d. caucus

2. Where citizens go to cast their vote.

   a. polls
   b. jail
   c. prison
   d. camp

3. To have your name place on an official list making you eligible to vote.

   a. register
   b. straight ticket
   c. split ticket
   d. independent

4. A citizen who is not a member of any political party

   a. independent voter
   b. straight ticket voter
   c. split ticket voter
   d. none of these

5. To vote for candidates of both parties

   a. split ticket
   b. independent voter
   c. straight ticket
   d. none of these

II. ANSWER THE FOLLOWING QUESTIONS:

1. From what country did we borrow the idea for a secret ballot?

2. What is absentee voting?

3. Who is present at the polling place to make sure that the voting is fair and honest?

4. What amendment gave women the right to vote?

5. What amendment granted voting rights to all Americans regardless of race, color or creed?

CHARTS (to be used with the LAP)

1789 - 1797	1929-1937
Party - NONE President & Vice- President George Washington John Adams	Party - Democratic President & Vice-President Andrew Jackson J. C. Calhoun
1861 - 1865	1929-1933
Party - Republican President Abraham Lincoln	Party - Republican President Herbert Hoover
1961 - 1963	1963-1968
Party - Democratic President John F. Kennedy	Party - Democratic President Lyndon B. Johnson
1968-	1972

CHART

SPLIT TICKET VOTING	
REPUBLICAN	DEMOCRATIC
Election of President & Vice-President R. Nixon S. Agnew ☐	Election of President & Vice-President G. McGovern S. Shriver ☐
For Governor West Morris ☐	For Governor Brown Williams ☐
For Representative Mendal Davis Wm. J. B. Dorn ☐	For Representative T. Gettys J. L. McMillan ☐
For Senate S. Thurmond N. Zeigler ☐	For Senate E. Hollings B. Jones ☐

CHART

STRAIGHT TICKET VOTING	
REPUBLICAN	DEMOCRATIC
Election of President & Vice-President R. Nixon S. Agnew ☐	Election of President & Vice-President G. McGovern S. Shriver ☐
For Governor West Morris ☐	For Governor Brown Williams ☐
For Representative Mendal Davis Wm. J. B. Dorn ☐	For Representative T. Gettys J. L. McMillan ☐
For Senate S. Thurmond N. Zeigler ☐	For Senate E. Hollings B. Jones ☐

ADVANCE STUDY

1. You may do a written report of three pages on the origin and development of our two party system in the United States.
2. You may construct a poster chart on the structure of a political party organization. Reference: Youf Life As A Citizen by Smith page 309.
3. Prepare bulletin board displays of:
   a. sample ballots
   b. compaign materials
   c. cartoons and articles dealing with politics and elections
4. You may do a written report on Alexander Hamilton include information on:
   (a) Childhood
   (b) Education
   (c) Contributions to government
5. You may do a written report on Thomas Jefferson include information on:
   (a) Childhood
   (b) Education
   (c) Contributions to government

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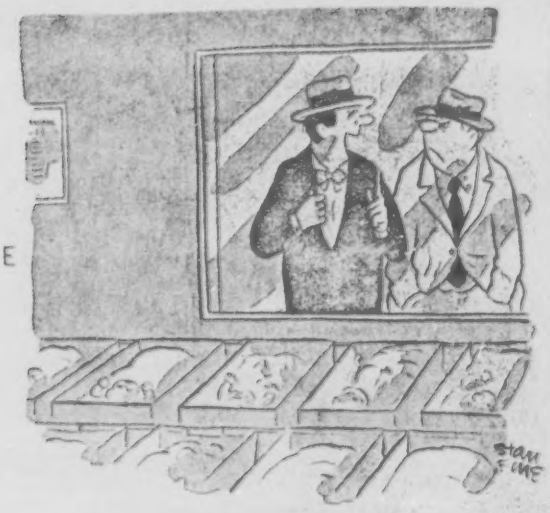
LEARNING ACTIVITY PACKAGE

Eric in *The Atlanta Journal*

"DISPLACED PERSONS . . ." In what sense are unskilled workers becoming "displaced persons"? The trend toward automation is sometimes called "the second industrial revolution." Why? How is this cartoon related to the chart on the preceding page?



• ". . . So much for his career at college—then of course he' on to medical school—." *(Stan Fine and the* Ladies' Home Jou

YOUR EDUCATIONAL AND VOCATIONAL FUTURE

150 007 562

Ninety Six High School · Ninety Six, S.C. ·

American Civics 92

REVIEWED BY

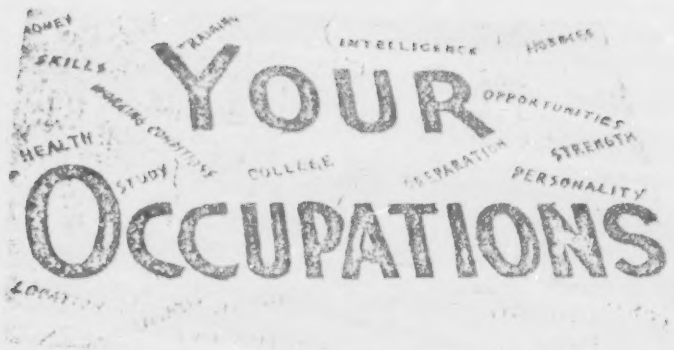
J.R.

LAP NUMBER 5

WRITTEN BY B. C. Calhoun
Revised by T. Heldreth

52074 5

RATIONALE (Purpose of LAP)



(Coronet Films, "Choosing Your Occupation")

Sales Clerks

Tool and Die Maker

Construction Worker

■ Nursing is highly trained professional work. All people benefit from the skill and devotion of young women who choose this career.

Bybil Shelton from Monticello

JOB RETRAINING The man at the lathe receives retraining to become a machine operator. Some retraining programs are financed by the Federal government. But some business firms have their own programs to upgrade worker skills.

Lawyer

JOB INTERVIEW

Doctor

Factory Machine Operator

Dental Assistant

Beautician

● Employers like cheerful workers.

X Ray Technicians

Secretary

Plumber

Printer

Auto Mechanics

● Is this employer getting his money's worth?

RESOURCES

BOOKS:

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SSD & TD - CFA Civics for Americans by Clark

SSD - YLAC. Your Life as a Citizen by Smith

SSD - W.D. Webster's Dictionary

SSD - BYL Build Your Life by Landis and Landis

PAMPHLETS:

SSD - HTGJ How to Get a Job

SECTION I: The Purposes of Education

Behavioral Objective #1:

After you have completed your prescribed activities, you will be able to describe the importances of education in the United States.

Activities & Resources for #1:

1. SSD - AC. P. 376, list and describe the two main purposes of education in the United States.

2. SSD - AC. Pp. 372-376, in small groups, list and explain ways in which the future of the United States depends upon the education of its youth.

3. SSD - AC. Pp. 377-381, in small groups, compare the main purpose of education in colonial Massachusetts with the aim of American education today.

4. SSD - AC. Pp. 377-380, a chart will be given to you. List each of the events according to the order in which they took place.

5. SSD - AC. Pp. 376-381, list and describe the schools during the colonial period to the schools in the United States today.

Behavioral Objective #2:

After you have completed your prescribed activities, you will be able to describe reasons for attending school.

Activities & Resources for #2:

1. SSD - AC. Pp. 395-396, list and describe reasons you are coming to school.

2. SSD - AC. Pp. 396-398, since most of you have some definite reasons for coming to school, list and describe ways of getting the most out of your schooling.

3. SSD - BYL. Pp. 137-142. Think about what you do each day. Then prepare a daily schedule of all of your activities showing how much of your time is spend studying.

4. SSD - AC. P. 398. Identify extracurricular activities. Then list and describe ways in which taking a part in some of the school extracurricular activities helps to develop a well rounded personality. (person)

5. SSD - AC. Pp. 396-397. Read the hints on ways of attacking an assignment. Then list the five suggestions you think are the best for studying an assignment.

6. Think about yourself. Then list five things that you can do to help improve your education and five ways in which the teacher might help.

Behavioral Objective #3:

After you have completed your prescribed activities, you will be able to describe the work of our public schools.

Activities and Resources for #3:

1. SSD - AC. Pp. 386-387. Explain the job of the state in public education by describing the work of each of the following:

   a. state legislature
   b. state board of education
   c. state superintendent

2. SSD - AC. P. 387. Using a post and colored pens, chart the organization of our local school district.

3. SSD - AC. P. 386. List the work of the local school board.

4. SSD - AC. P. 387. In your local school district, tell how each of the following get their job:

   a. school board of education
   b. superintendents
   c. principals

5. SSD - YLAC. Pp. 63-65. List ways in which each of the following make and influence public school policy:

   a. school boards
   b. superintendents
   c. principals and teachers
   d. parents and citizens
   e. students

Behavioral Objective #4:

After you have completed your prescribed activities, you will be able to describe the support and aids to our public school.

Activities and Resources for #4:

1. SSD - AC. P. 380. Education and schools are not mentioned in the Constitution but the power to set up schools is left to the states by the Tenth Amendment. Read the Tenth Amendment. Found on the above page.

2. SSD - AC. Pp. 379-380. List and explain the acts passed by Congress in 1785 and 1787 in terms of education.

3. SSD - AC. Pp. 387-388. List the three main ways of getting money to pay for public education in the United States.

4. SSD - YLAC. Pp. 63-69. List ways in which your family, other interested individuals and business organizations support education.

5. SSD - AC. P. 388. List the purpose of the equalization fund and describe ways in which it helps our local school districts.

6. SSD - YLAC. Pp. 66-68. List ways in which the federal government aids education.

7. SSD - YLAC. P. 68. List the school that the federal government operate directly.

8. SSD - AC. Pp. 387-388.
   YLAC. P. 67. Describe the Elementary and Secondary Education Act of 1965.

9. SSD - AC. P. 388-389. Read the above pages, entitled, "Shoud the Federal Government Provide Funds to Aid Local Public Schools." In view of the arguments on both sides of the question, how do you feel about the problem of federal aid to our schools. This should be written and checked in a general class discussion.

10. SSD - AC. Pp. 390-391. From your point of view, list favorable and unfavorable results of the Supreme Court Act of 1954 - "Brown vs. The Board of Education."

SELF-EVALUATION I

TRUE OR FALSE:

_____ 1. A main purpose of education is to develop each American citizen.

_____ 2 The United States depends upon well educated citizens to run the government.

_____ 3. The third amendment gives the states the right to support and regulate schools.

_____ 4. The Northwest Ordinance was a plan for governing the land between the Ohio and Mississippi Rivers for the support education.

_____ 5. Horace Mann was one of the leaders in the idea of public education.

_____ 6. A tutor is a private teacher hired by families to teacher children.

_____ 7. The purpose of education in Massachusetts was to teach young boys for the ministry.

_____ 8. Your local governments gives the largest percentage of money for education.

_____ 9. The main section of the Elementary & Secondary Act of 1965 aided the education of children from low income families.

_____ 10. The office of education is one of the agencies in the Department of Health, Education and Welfare.

II. Answer the following questions:

1. Explain the equalization funds.

2. List two federal schools that the government support directly.

SECTION II: Kind of Jobs

BEHAVIORAL OBJECTIVE # 1:

After you have completed your prescribed activities, you will be able to list jobs that require long years of training.

Activities and Resources for #1

1. SSD - AC. Pp. 338-342. Write a meaning for each of the words below:

   a. professions
   b. technicians
   c. managers

2. SSD - AC. Pp. 338-339. Name four professions.

3. SSD - AC. Pp. 340-341. Name four jobs that technicians do.

4. SSD - AC. Pp. 341-342. Name four jobs for managers.

5. SSD - AC. Pp. 338-342. In which of the following jobs do you need the most training, the least amount of training.

   a. doctor
   b. radio and television repairman (fixer)
   c. manager of a grocery store

Behavioral objective #2:

After you have completed your prescribed activities, you will be able to describe the skilled workers.

Activities and Resources for #2:

1. SSD - AC. Pp. 342-343. Write the meaning of this phrase "skilled workers."

2. SSD-AC. P. 342. Name five skilled jobs.

3. SSD - AC. P. 342. List and explain the way that most skilled workers are trained.

4. SSD - AC. Pp. 342-343. List four things that a skilled worker must be able to do.

Behavioral Objective #3:

After you have completed your prescribed program of study, you will be able to describe the semi-skilled workers.

Activities and Resources for #3:

1. SSD - AC. P. 343. Write the meaning of semi-skilled workers.

2. SSD - AC. Pp. 343. List four semi-skilled jobs.

3. SSD - W.D. P. 265. Write a meaning for each of the words below:

   a. employee
   b. employer
   c. employment

4. SSD - AC. P. 343. List the qualities that employers look for in semi-skilled workers.

5. SSD - AC. P. 343. List some of the unfavorable problems a semi-skilled worker might face.

Behavioral Objective #4:

After you have completed your prescribed activities, you will be able to describe the unskilled workers.

Activities and Resources for #4:

1. SSD - AC. Pp. 343-344. Write a meaning for unskilled workers.

2. SSD - AC. Pp. 343-344. Describe the type of person that are usually unskilled workers.

3. SSD - AC. P. 344. List the reasons there are less unskilled jobs.

4. Using the following kinds of workers, answer the questions listed below:

   a. __ Professional
   b. __ Skilled workers
   c. __ Semi-skilled workers
   d. __ Unskilled workers
   e. __ Technicians
   f. __ Managers

   (1) The job of sweeping the floors in a factory is an example of an __.
   (2) The job of working in a medical X-ray lab is called a ___.
   (3) A doctor requires many years of training, therefore, he is a __ worker.
   (4) A job that does not require ten years of training. An example factory machine operator and a transportation worker __ __.
   (5) A person that carries out a business firm activities is called a __.
   (6) A carpenter and a brick layer are considered __ __.

5. SSD - AC. Pp. 338-343. List the job that offers you the greatest living conditions in your life time.

Behavioral Objective #5:

After you have completed your prescribed activities, you will be

able to describe the self-employed worker.

Activities and Resources for #5:

1. SSD - AC. Pp. 344-345. Write the meaning of the words:

   a. self-employed
   b. service workers
   c. clerical workers

2. SSD - AC. Pp. 344-345. List four self-employed jobs.

3. SSD - AC. Pp. 345. Describe the three groups of service workers.

4. In small groups, you will list two favorable and two unfavorable reasons for having your own business.

5. SSD - AC. P. 345. List two clerical jobs in the United States.

SELF-EVALUATION II

I. TRUE OR FALSE:

_____ 1. Self-employed people work for themselves.

_____ 2. The usual way of training for a skilled trade is on the job training or an apprenticeship.

_____ 3. Most of the workers in America are semi-skilled.

_____ 4. Professional jobs require many years of education and training.

_____ 5. Americans are free to choose the kind of job or occupation he wishes to enter.

II. ANSWER THE FOLLOWING QUESTIONS:

1. Which of the following jobs require a high school, vocational education, or college education. Mark high school jobs with HS, vocational education with VE, and college with C.

____ Doctor of Medicine

____ Sales Clerk

____ Typist

____ Teacher

____ Factory Worker

____ Foreman in a Factory

____ Dentist Assistant

III. ANSWER THESE QUESTIONS:

1. List the type of work you would like to do.

2. Circle the school or schools you hope to attent after high school:

a. vocational

b. college

c. apprenticeship

Behavioral Objective #1:

After you have completed your prescribed activities, you will be able to list ways of deciding your future vocation.

Activities and Resources for #1:

1. SSD - BYL. P. 307 & W.D. Pp. 2, 428, 560, 899. Define each of the following:

   a. Dictionary of Occupational Titles
   b. Kuder Preference Record
   c. interest
   d. ability
   e. values
   f. occupation

2. Think about yourself a few minutes, then list two of your:

   a. interests
   b. abilities
   c. values

3. Each student will take the kuder inventory test. Each inventory will be evaluated by the teacher and student.

4. SSD - BYL. Pp. 299-304. List and describe the four kinds of studies that should be made before choosing a vocation.

5. From the pamphlets on the teacher's desk, you will select three possible jobs; (first choice, second choice, and third choice). Each student will discuss one job in small group discussions. Include the following information:

   a. the work
   b. kinds of jobs in this field
   c. chances for improvement or advancement

6. SSD - AC. Pp. 359-360. Make a sample job analysis. Select one job in which you are particularly interested and then do research to find the information you will need to answer the following seven questions:

   a. What kind of work will I do in this job(s)?
   b. What personal qualifications are required?
   c. How much education and training does the job require?
   d. Are the job opportunities good in this field?
   e. What salary does the job pay?
   f. How do most people regard this occupation?
   g. In this kind of job, where will I have to live and work?

7. Read the following chart, based on what you think you know about yourself in terms of interests and abilities. And the information learned from your three favorite jobs. List the job or jobs families that best describe the work you are interested in:

THE TEN BASIC JOB FAMILIES WITH EXAMPLES OF EACH

Job family	*Job examples*
Agricultural–Outdoor	forester, wheat farmer, livestock farmer, dairy worker, game warden, farm laborer
Athletic	athletic coach, professional athlete, playground director
Artistic–Musical	actor, artist, music critic, musician, designer, piano tuner, instructor in music
Clerical	file clerk, recorder, sorting, bank teller, statistician, bookkeeper
Literary	reporter, writer, poet, editor, critic, copywriter
Mechanical	toolmaker, machine operator, watchmaker, lens grinder
Personal Service	barber, cook, porter, butler, mortician, beautician, airplane hostess, taxi driver, caterer
Persuasive	politician, lawyer, salesman, auctioneer, bill collector, diplomat, advertising worker
Scientific	biologist, bacteriologist, chemist, inventor, physician, explorer
Social Service	camp counselor, social worker, minister, teacher, scout leader, farm advisor, nurse, YMCA worker

Behavioral Objective #2.

After you have completed your prescribed activities, you will be able to describe job applications.

Activities & Resources for #2:

1. The teacher will help students fill out applications for Social Security cards.

2. SSD - BYL. Pp. 299-304. List the kinds of studies that should be made about yourself before applying for a job.

3. SSD - "How to Get a Job" (pamphlet). List the information that you should take with you when you are going to apply for a job.

4. SSD - AC. Pp. 361-364. Define personnel record. Then list and describe the five basic things that most employers want to know about you.

5. Ask your teacher for a job application. It will be filled out in class under the teacher's direction.

6. SSD - AC. Pp. 367-379. "How to Get a Job" (pamphlet).

   a. List rules that should be followed in a job interview.
   b. List things that should not be done in a job interview.
   c. In small groups, students will list the procedures used in job interviews.

7. A committee will set up an employment office. Three job seekers will be called in for interviews. The interviews will be evaluated by the teacher and students. This will be done in a general classroom discussion by listing the weak and strong points of the interviews.

8. SSD - AC. Pp. 364-365. List and describe the kinds of examinations that might be given for job placement.

Behavioral Objective #3:

After you have completed your prescribed activities, you will be able to describe ways of finding and keeping a job.

Activities & Resources for #3:

1. SSD - AC. P. 367. List the one basic idea that you should keep in mind when seeking a job.

2. SSD - AC. P. 366. List and describe five ways of finding a job.

3. SSD - AC. P. 366. Define the following:

   a. state employment office
   b. employment agencies

4. Each student should bring a help wanted column to class, taken from a newspaper. Give the location of the job, work and requirements if listed.

5. SSD - AC. P. 367. List the kind of workers most employers want.

6. SSD - AC. P. 369. List and describe rules for getting along with the employer and other workers on the job.

7. SSD - BYL. Pp. 304-306. Read these pages, then write your philosophy of life for your future vocation.

SELF-EVALUATION III

I. TRUE OR FALSE: Place "T" if the statement is true, "F" if the statement is false.

_____ 1. An occupation is your ability to get along with others.

_____ 2. Your ability is the things that you do best.

_____ 3. Your interest is what you like to do.

_____ 4. The Kuder inventory test helps to determine your vocational interest.

_____ 5. All types of occupations can be found in the Dictionary of Occupational Titles.

II. ANSWER THE FOLLOWING QUESTIONS:

1. List two of your interests:

   a.

   b.

2. List two main ideas that should be considered before applying for a job.

   a.

   b.

3. List two rules that should be followed in an interview.

   a.

   b.

4. List two rules for succeeding on a job.

   a.

   b.

5. List two jobs that you are interested in.

   a.

   b.

1. A group of students who have part time jobs may report to the class describing their work and what they are learning from it.
2. Two students with the teacher's approval may have the school counselor to speak to the class on job opportunities in Greenwood County.
3. You may draw a cartoon showing good and bad interviewing practices.
4. Using colored pens and colored construction paper, you may do a poster showing the different kinds of jobs listed under the following headings:
   a. Professions
   b. Technicians
   c. Skilled labor
   d. Semi-skilled labor
   e. Unskilled labor
5. You may draw a cartoon showing the difficult problems that most drop-outs face.
6. You and another student may prepare a bulletin board on the organization of our school system.
7. You and another student may make a detailed study of one occupation and be able to give the following information:
   a. job families
   b. nature of work done
   c. job opportunities
   d. special tests necessary
   e. education or special training required
   f. steps one would take to enter this job
   g. opportunities for advancement and benefits

BEST COPY AVAILABLE

LEARNING ACTIVITY PACKAGE

CARTOONISTS LOOK AT THE ANTIPOVERTY PROGRAM

"Flaw" "Staff Meeting"

How does poverty weaken the American economic structure? How does "politics" endanger victory in the war on poverty?

THE AMERICAN ECONOMIC SYSTEM

.SP007562

Ninety Six High School · Ninety Six, S.C. ·

American Civics 92

REVIEWED BY _____

LAP NUMBER 6

WRITTEN BY B. C. Calhoun

13173

RATIONALE (The Purpose of the LAP)

Our Free Enterprise System

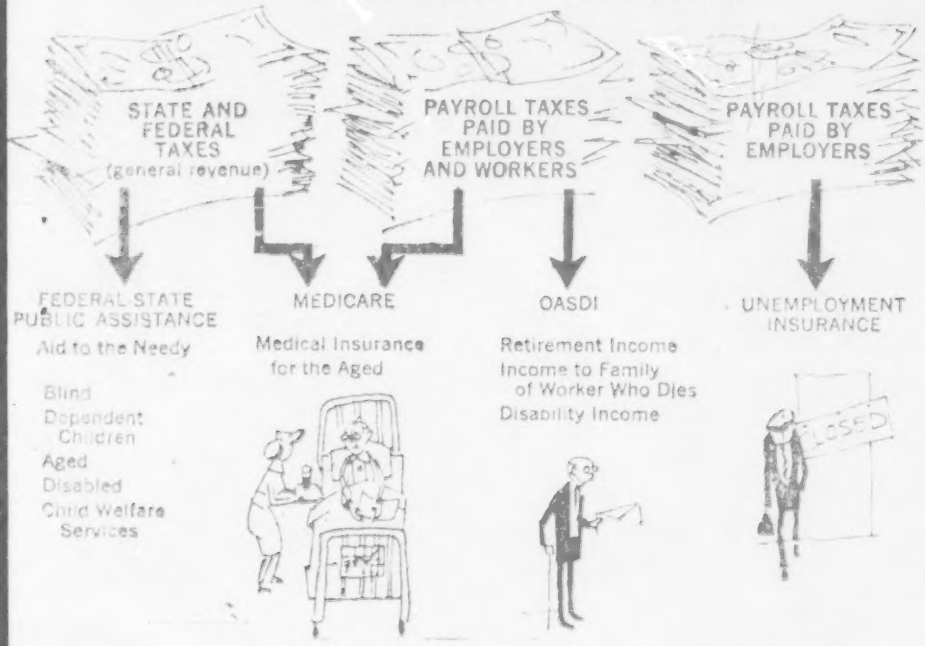
Ewing Galloway

ECONOMIC COMPETITION How may the con sumer benefit? How may sellers compete without cutting prices? If the merchant is truly selling below cost as this picture states, what will be the result for him?

United Community Services of

This poster was used in a recent U Fund campaign. Notice the variety of agencies receiving support.

HOW THE SOCIAL SECURITY SYSTEM WORKS



USDA Ph

INSPECTION SAFEGUARDS FOOD SUPPLI A blue stamp marks this meat fit for consum tion. An agency in the Department of Agricultu handles this program.

I N S T R U C T I O N S

Requirements and General Instructions for LAP 4

TESTING:

1. The Progress Test will be taken after you have successfully completed the necessary activities in Sections I and II.

2. THE LAP Test will be taken after you have completed the necessary activities in Section III.

ACTIVITIES:

1. All written work must be neatly done.

2. Maps and charts must be neatly drawn and labeled.

ADVANCED STUDY:

Advanced Study will be assigned by the teacher.

RESOURCES

BOOKS:

Below you will find the following abbreviations: SSD or LID or TD. SSD means that the material is found in the Social Studies Department. LID means that it is found in the Resource Center. TD means that it is found in a special room in the school. The second column of abbreviations indicates the title of books, tapes, and filmstrips to be used in the LAP. You will find some of the same references in the resource section of this LAP.

SSD - A. C. American Civics by Vincent and Hartley

SSD & TD - CFA Civics for Americans by Clark

SSD - YLAC. Your Life as a Citizen by Smith

FILMSTRIPS:

____ What Is Economics

____ Fundamental of Economics

____ Labor Unions

____ Labor Problems

SECTION I: Ways In Which Our Free Economy Works

Behavioral Objective #1:

After you have completed your prescribed activities, you will be able to describe the works of a free economy.

Activities & Resources for #1:

1. List the kind of work your father does.

2. SSD - AC Pp. 260-265. Define the following words:

   a. economy
   b. free economy

3. SSD - AC P. 261. List the five freedoms on which our economy is founded. Then define the following words or phrases:

   a. free market
   b. free competition
   c. private property
   d. profit

4. SSD - AC. Pp. 262-263. List other terms that often describe our economic system.

5. SSD - AC. Pp. 262-263. Define the following terms:

   a. monopoly
   b. legal monopoly and give an example of a legal monopoly

6. SSD - AC. Pp. 262-263. List ways in which the government acts as a referee in our economy.

7. SSD - AC. P. 264. List the famous book that was written by Adam Smith.

   a. Define free enterprise in terms of Adam Smith.
   b. Define the french words laissez faire.

8. SSD - AC. Pp. 269-273. A chart will be given to you. Under the teacher's direction, you will list the difference between a free enterprise system and the command economy or the Soviet Union's communist economy.

Behavioral Objective #2:

After you have completed your prescribed activities, you will be able to describe our economy in terms of our natural resources.

Activities & Resources for #2:

1. SSD - AC. P. 562. Define natural resources.

2. SSD - AC. Pp. 468-469. List the author of the book, Silent Spring.

   a. Describe the book, Silent Spring.

Activities & Resources for #2 (cont'):

b. What is the government's view of Silent Spring?

3. SSD - AC. P. 469. List at least ten of America's most important natural resources.

4. SSD - List two reasons why we should use our natural resources wisely.

5. SSD - AC. Pp. 470-471. List what is meant by the balance of nature.

6. SSD - AC. P. 472. List how the loss of forests affects other resources.

7. SSD - AC. Pp. 469-470. List the importance of our natural resources to our economy.

8. SSD - A graph will be given to you. Examine the graph and then answer each of the following short-answer questions:

   1. How much of the total area of the world is occupied by the United States?
   2. How much of the world's population lives in the United States?
   3. What percentage of the total income of the whole world is received by the people of the United States?
   4. What share of the world's factory production do Americans produce?
   5. How do you account for the fact that with such a small portion of the world's area and population the United States produces so much of the world's goods?

Behavioral Objective #3:

After you have completed your prescribed activities, you will be able to describe mass production in terms of our economy.

Activities & Resources for #3:

1. SSD - AC. Pp. 277-278. Define the terms:

   a. Gross National Product
   b. factors of production

2. SSD - AC. P. 278. List the four factors of production.

3. SSD - AC. Pp. 278-280. List the importance of the following factors in terms of our system of production:

   a. production requires land
   b. production requires capital
   c. production requires good management
   d. management and profits
   e. production requires labor

Activities & Resources for #3 (cont'):

4. SSD - AC. P. 280. Draw and label the chart on p. 280.

5. SSD - AC. Pp. 282-283. Define mass production. Then list the foundation of modern mass production.

6. SSD - AC. Pp. 285-286. Describe mass production in an automobile factory in terms of the:

   a. labor
   b. land
   c. capital
   d. management

7. SSD - AC. P. 285. List ways in which the assembly line works.

8. SSD - AC. P. 281. State the work of the federal, state, and local governments in production.

   WORKSHEETS WILL BE GIVEN TO YOU.

Behavioral Objective #4:

After you have completed your prescribed activities, you will be able to describe mass marketing in terms of our economy.

Activities and Resources for #4:

1. SSD - AC. P. 286 & p. 288. Define the words below:

   a. marketing
   b. mass marketing

2. SSD - AC. P. 286. Define the following words in terms of buying and selling:

   a. producer
   b. wholesaler or middleman
   c. retail stores
   d. customer

3. SSD - AC. Pp. 286-288. List at least five ways of carrying goods from one place to another.

4. SSD - AC. Pp. 288-289. Define supermarket and self-service supermarket.

5. SSD - AC. Pp. 288-289. List at least three reasons housewives favor the self-service supermarkets.

6. SSD - AC. P. 290. Define chain store.

7. SSD - AC. Pp. 286-290. Write a paragraph of a half-page on why mass production depends on mass marketing?

SELF-EVALUATION I

I. Multiple Choice: Cirlce the word or phrases that best answer the question.

1. Our business system, the way in which the organization of buying and selling is managed.

   a. economy
   b. capitalism
   c. free enterprise
   d. all of these

2. Four factors of production are

   a. land
   b. capital
   c. labor
   d. management
   e. all of these

3. A monopoly that is allowed by law is

   a. legal monopoly
   b. free competition
   c. private property
   d. management

4. The father of our free enterprise system was

   a. Adam Smith
   b. Frank W. Woolworth
   c. Bob Jones
   d. Jake Carson

5. You can become a capitalist by

   a. buying a share or a portion in a business
   b. investing in a product you wish to sell for a profit
   c. putting money in a bank in order to earn interest
   d. all of these

II. True or False. Place "T" for True and "F" for False.

____ 1. Bell Telephone Company is a legal monopoly.

____ 2. In our free enterprise system the government serves as a referee to make sure that all obeys the rules or laws of business.

____ 3. The total value of the goods and services produced in America each year is called the Gross National Product or (GNP).

____ 4. The American economy is established to serve the people, not the government.

____ 5. Natural resources are man-made items such as minerals and land.

SECTION II: Labor Unions

Behavioral Objective #1:

After you have completed your prescribed activities, you will be able to describe labor unions.

Activities and Resources for #1:

1. SSD - AC. P. 561. Define the words listed below:

   a. labor
   b. labor unions
   c. labor contract

2. SSD - AC. P. 319. List at least three purposes of labor unions.

3. SSD - AC. P. 320. List and define the weapons that are sometimes used by labor unions in order to help the workers get what they need and want.

4. SSD - AC. Pp. 320-321. Define the phrases listed below:

   a. closed shop
   b. open shop
   c. union shop

5. SSD - YLAC. P. 419. List at least five labor unions.

6. SSD - AC. Pp. 321-323. Define each of the phrases listed below:

   a. American Federation of Labor (AFL)
   b. Congress of Industrial Organization (CIO)

7. SSD - AC. Pp. 322-323. Tell in writing why the AFL-CIO labor union joined together in 1936.

8. SSD - AC. P. 323. In a paragraph of a half-page, describe the AFL-CIO today.

Behavioral Objective #2:

After you have completed your prescribed activities, you will be able to describe the work of the government in labor-management.

Activities & Resources for #2:

1. SSD - AC. P. 323. List the main reason that the U. S. Congress passed laws to settle labor disputes.

2. SSD - AC. P. 323. List the date of the Wagner Act.

3. SSD - AC. P. 323. List the duties of the Wagner Act.

4. SSD - AC. P. 323. List the date and duties of the Taft Hartley Act.

5. SSD - AC. P. 323. List the date and duties of the Landrum-Griffin Act.

6. SSD - Gather information from newspaper or employees on labor unions and labor strikes.

SELF-EVALUATION 2

I. True or Flase. Place "T" for True and "F" for False.

_____ 1. An organization of workers are called unions.

_____ 2. When workers go out to strike, they usually try to keep others out by picketing.

_____ 3. The purposes of the labor unions are to get better wages and working conditions for its members.

_____ 4. The closed shop employs only union workers.

_____ 5. The National Labor Relations Act guarantees workers the right to join the union of their choice.

II. Matching Exercise. In the blank before each term in column A, write the number of the statement in column B, that is most closely related to it.

COLUMN A	COLUMN B
____ a. open shop	1. forbid communists from serving as union officials
____ b. labor contract	2. the shop that employs union and non-union members
____ c. craft union	3. an organization of skilled workers
____ d. Landrum-Griffin Act	4. a written agreement between the union and the employer
____ e. American Federation of Labor and Congress of Industrial Organization	5. the largest American labor union became one in 1955

SECTION III: Health, Education, and Welfare

Behavioral Objective #1:

After you have completed your prescribed activities, you will be able to describe ways of guarding your health.

Activities and Resources for #1:

1. SSD - YLAC. P. 157. List the duties of the Health Education and Welfare Department.

2. SSD - AC. Pp. 453-454. List three reasons good health is important to you.

3. SSD - AC. Pp. 453-454. List some rules for keeping fit and healthy.

4. SSD - AC. Pp. 453-454. List ways in which smoking might harm the body.

5. SSD - AC. Pp. 453-454. List some of the problems of drinking alcoholic beverages in terms of:

   a. health
   b. family
   c. community

6. Students will do research on the following drugs:

   a. marijuana
   b. heroin

7. SSD - AC. P. 454. List some of the crimes that drug takers usually commit.

Behavioral Objective #2:

After you have completed your prescribed activities, you will be able to describe the works of the government in guarding our health.

Activities and Resources for #2:

1. SSD - AC. P. 454. List the duties of the local health department in your community.

2. SSD - AC. P. 454. Define the words listed below:

   a. innoculations
   b. quarantine

3. SSD - AC. Pp. 454-455. Define:

   a. mental illness
   b. physicall illness

4. SSD - AC. Pp. 454-455. List the two causes of mental illness and define each.

Activities and Resources for #2 (cont'):

5. SSD - AC. Pp. 455-456. List the duties of the mental illness hospitals and give the location of at least one.

6. SSD - AC. Pp. 455-456. List the work of the Federal government in health in terms of the

   a. Public Health Service
   b. Food, Drug and Cosmetic Act
   c. Meat Inspection Act
   d. Veterans Administration

7. SSD - AC. P. 456. List five ways of paying for medical care.

Behavioral Objective #3:

After you have completed your prescribed activities, you will be able to list the work of the welfare.

Activities and Resources for #3:

1. SSD - YLAC. Pp. 445-446. What is the public welfare program?

   a. Why is the public welfare important?
   b. Describe the Almshouse of England and the county farm in America.

2. SSD - YLAC. p. 446. When was the present welfare program established in the United States?

   a. List two ways of supporting our public welfare.

3. SSD - YLAC. Pp. 447-448. List some church-supported welfare activities.

4. SSD - YLAC. P. 448. List ways in which fraternal organizations aided public welfare programs.

5. SSD - YLAC. Pp. 448-449. List ways in which private contributions support many welfare programs.

6. SSD - YLAC. Pp. 448-449. List the work of the Salvation Army and the United Fund.

7. SSD - YLAC. Pp. 445-449. What advances in public welfare programs occurred in the early 1900's?

Behavioral Objective #4:

After you have completed your prescribed activities, you will be able to describe our Social Security programs.

Activities & Resources for #4:

1. SSD - AC. P. 457. List the business disaster that took place in the 1930's that caused Congress to pass the Social Security Act.

Activities and Resources for #4 (cont'):

2. SSD - WBE. Pp. 590. Write a one page report on Herbert Hoover including information on:

   a. childhood
   b. schooling
   c. contributions to government
   d. Depression of 1930's

3. SSD - YLAC. P. 450. List the president and the name of the administration that sat up the direct relief program.

   a. List the duties of the direct relief program.
   b. List the year our present Social Security program was established.

4. SSD - AC. P. 457. What is Social Security?

5. SSD - AC. P. 457. Why is Social Security important?

6. SSD - YLAC. Pp. 450-451. List the benefits of the Old Age Survivors and Disability Insurance (OASDI).

   a. State where the money come from to pay the (OASDI).
   b. At what age can a lady and a man get Social Security?
   c. What happens if the father dies before age 62 or 65 and leaves a wife with children under 22 years of age?

7. SSD - YLAC. Pp. 451-452. Define Health Insurance for the aged. (Medicare)

   a. List the benefits of Medicare to persons 65 years and over.
   b. What percentage of the medical bill is paid by government under the medicare plan?
   c. What percentage of the medical bill is paid by the person under medicare plan?

Behavioral Objective #5:

After you have completed your prescribed activities, you will be able to describe public assistance programs.

Activities and Resources for #5:

1. SSD - AC. P. 459. Define Public Assistance Programs.

   a. List the three main public assistance programs.
   b. List the sources of money for supporting these programs.

2. SSD - AC. Pp. 459-460. Define dependent children.

   a. List the requirements for applicants for public assistance.
   b. List the benefits that dependent children receive under public assistance.
   c. Who studies the dependent children needs and income?

Activities and Resources for #5 (cont'):

d. Who decides the size of the monthly payments?
e. Who determines the maximum payment per month and year which any individual or family may receive?

3. SSD - AC. P. 460. Define child health and welfare program.

a. List the benefits provided under the child health and welfare program.
b. List the main purpose of the child health and welfare program.

4. SSD - AC. P. 461. List the favorable and unfavorable views on Social Security.

5. SSD - AC. Pp. 460-461. Define handicapped children.

a. List the benefits provided under the Social Security program for handicapped children.

Behavioral Objective #6:

After you have completed your prescribed activities, you will be able to describe unemployment insurance.

Activities & Resources for #6:

1. SSD - AC. Pp. 456-457. What is unemployment insurance?

2. SSD - AC. P. 459. List the ways in which the unemployment insurance operates.

a. How long can the average person draw unemployment?
b. How much does the average unemployed worker receive?
c. How is the unemployment insurance paid for?

3. SSD - AC. P. 463. Define workmen's compensation laws.

4. SSD - AC. P. 463. List the benefits that a worker receives under workmen's compensation.

a. Approximately how long can a worker receive benefits under the workmen's compensation laws?
b. How is the workmen's compensation paid for?
c. Approximately how much does the average person on workmen's compensation receive per week or month?

5. SSD - AC. Pp. 463-464. Define vocational rehabilitation.

a. Describe the work of the vocational rehabilitation program.
b. Who supports the vocational rehabilitation programs?
c. What types of examinations must he take after entering the vocational rehabilitation program?
d. List three reasons this program is important.

Behavioral Objective #7:

After you have completed your prescribed activities, you will be able to discuss the war on poverty.

Activities and Resources for #7:

1. SSD - AC. P. 465. YLAC - Pp. 454-455. Define poverty.

   a. Show that the term poverty has different meanings depending on time and place.
   b. List seven reasons why we have poor people living in a country with plenty.

2. SSD - YLAC. Pp. 454-455. Describe the war on poverty in terms of:

   a. public housing
   b. urban renewal
   c. rent subsidies
   d. food distribution
   e. aid to depressed areas
   f. vocational training
   g. Manpower Development & Training Act, 1962

3. SSD - YLAC. Pp. 455-456.

   a. List the benefits to low income families under the Housing Assistance Administration of 1966.
   b. List the benefits to low income families under the Urban Renewal Program.
   c. Describe the Food Stamp Program of 1965.
   d. List the purposes of the food stamp program (pamphlets).
   e. Who is eligible to get food stamps?
   f. Where do you go to register for food stamps?
   g. What can you do in school now so that you won't need to get food stamps?

4. SSD - YLAC. Pp. 456-457. List the president that is responsible for the Economic Opportunity Act of 1964.

   a. What is the job of the Office of Economic Opportunity?
   b. Identify each of the following programs in terms of the Economic Opportunity Act of 1964.

      1. Neighborhood Youth Corps
      2. Work Study Program

   c. List the benefits received under the Neighborhood Youth Corps and the Work Study Programs.

5. SSD - YLAC. Pp. 457-458. Describe each of the following programs:

   a. Community Action Program
   b. VISTA - Volunteers In Service To America

SELF-EVALUATION III

I. Matching Exercise: In the blank before each term in Column A, write the number of the statement or phrase in Column B that is most closely related to it.

COLUMN A	COLUMN B
____ a. Social Security	1. Retraining
____ b. Economic Opportunity Act	2. An injection to protect against disease
____ c. Workmen's Compensation Act	3. Provides for Old-Age Retirement Payments
____ d. Rehabilitation	4. The fight against poverty
____ e. Innoculation	5. Provides for payments to workers injured on the job

II. True or False. Place "T" for True and "F" for False.

____ 1. Aid to dependent children is a state-directed program.

____ 2. The employer pays for a worker's unemployment insurance benefits.

____ 3. Both state governments and the federal government have programs to aid elderly persons who are sick.

____ 4. Retired workers covered by security receive regular retirement payments.

____ 5. Both employers and employees contribute to unemployment insurance.

ADVANCE STUDY

1. You may do a written report on two of the programs established under the Economic Opportunity Act of 1964. At least two pages. References: World Book Encyclopedia - Vol. 15, p. 650. Your Life as a Citizen, pp. 456-458.

2. You may do a written report of two pages on, "Samuel Gompers". Include information on childhood, education, and contributions to business. References: World Book Encyclopedia - Vol. 8, p. 257. American Civics, p. 321.

3. You may do a written report of two pages on George Meany. Include information on childhood, education, and contributions to business. References: World Book Encyclopedia - Vol 13, p. 279.

4. You may prepare a chart listing the government health agencies in your community and the ways in which they work to protect your health.

5. You may prepare a report on one of the following topics:

   a. alcoholism
   b. tobacco & health
   c. the drug problem
   d. care of the mentally ill
   e. the United Fund in your community

OTHER ADVANCE STUDIES WILL BE ASSIGNED.

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Cartoon study: Ask, "What common error has this couple probably made in their budget?" (Not flexible enough) "What are some other occasions when 'going over our budget' might save mon the long run?" (Paying for minor repairs to avoid major ones; taking advantage of real bargains

LAP

LEARNING ACTIVITY PACKAGE

De Sappo in *Saturday Evening Post*

"I'm for buying it, even if it does mean going over our budget."

EXCELSIOR NATIONAL CREDIT CARD

John W. Triehart

14 188 5776 7
John W. Triehart

S0007562

SPENDING YOUR MONEY WISELY

Ninety Six High School · Ninety Six, S.C.

AMERICAN CIVICS 92

REVIEWED BY

LAP NUMBER 7

WRITTEN BY Mrs. Calhoun

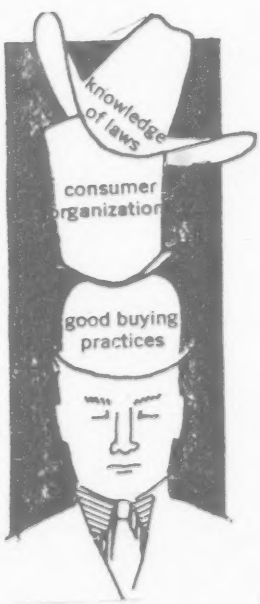
RATIONALE

Hays from MONKMEYER

CLOTHING REPAIR Mending or making alterations in clothing can help stretch the family income. What are some other ways to do this?

MY SPENDING PLAN

	First Week Date_____		Second Week Date_____		Third Week Date_____		Fourth Week Date_____	
	Planned	Spent	Planned	Spent	Planned	Spent	Planned	Spent
Fixed Expenses								
School Lunches								
Transportation								
Contributions								
Savings								
Club Dues								
Other _____								
_____								
_____								
Flexible Expenses								
Movies								
Hobbies								
Snacks								
Books and Magazines								
Gifts								
Grooming Aids								
Clothing								
Sports								
Other _____								
_____								
_____								
TOTALS								



With your child, answer these questions:

1 **How Much Money For Fixed Expenses?**

Fixed expenses occur regularly – daily, weekly, monthly – and are generally scheduled for payment at definite times. Enter amounts to be spent for these items in the **Planned** column.

Requirements and General Instructions for LAP 7

Testing:

1. The progress test will be taken after you have successfully completed the necessary accivities in sections I and II.

2. The LAP Test will be taken after you have completed the necessary activities in section III.

Activities:

1. All written work must be neatly done

2. Maps and charts must be neatly drawn and labeled

Advanced Study:

Advanced study will be assigned by the teacher.

RESOURCES

BOOKS:

Below you will find the following abbreviations: SSD or LID or TD. SSD means that the material is found in the Social Studies Department. LID means that it is found in the Resource Center. TD means that it is found in a special room in the school. The second column of abbreviations indicates the title of books, tapes, and filmstrips to be used in the LAP. You will find some of the same references in the resource section of this LAP.

SSD - A. C.	American Civics by Vincent and Hartley
SSD & TD - CFA	Civics for Americans by Clark
SSD - YLAC	Your Life as a Citizen by Smith
TD - TCAHD	The Consumer and His Dollars by A. A. Natella

PAMPHLETS:

__X__ The Responsible Consumer by Sidney Margolius

__X__ Money Management Children's Spending

__X__ Buyer Be Wary !

__X__ How To Stretch Your Money

Filmstrips:

__X__ "Spending Your Money"

__X__ "Borrowing Money"

__X__ "Paying Your Bills"

Section I The Purposes of Money

BEHAVIORAL OBJECTIVE NO. I

After you have completed your prescribed Activities, you will be able to list the purposes of money in the United States.

Activities & Resources for Objective I:

1. SSD AC p. 297 Write the meaning of the word barter.

   a. List one example of the barter system.
   b. Why was the barter system unfavorable?

2. SSD AC p. 298. List at least ten different things that have been used in the place of money.

   a. What is money?
   b. Define: Measure of Value Price

3. SSD AC p. 298. List and describe the four common features of money.

   a. What are currency?
   b. What are legal tender?
   d. SSD YLAC p. 400 List and identify the three kinds of paper money.

4. SSD AC p. 299. Define

   a. coins b. bullion c. list at least four American coins

   d. Where is gold stored in the United States?
   e. Who owns the gold in the United States?

5. SSD AC pp. 299-300. What is checkbook money and how is it used?

   a. Define the following terms: checks, payee
   b. A check for instructional purposes will be given to you. These will be checked in a general classroom discussion.

6. SSD AC pp. 300-301. List ways in which money circulates or flows through our economy.

BEHAVIORAL OBJECTIVE NO. II

After you have completed your prescribed program of study, you will be able to describe money management.

Activities & Resources for Objective II:

1. SSD CS p. 4. What is money management?

2. SSD CS p. 4. Why should children learn to manage money?

3. SSD CS p. 4. List at least three ways in which parents can help children learn to manage money.

4. SSD WD P & MIYP pp. 50-55. Define an allowance.

   a. List the value and wise use of an allowance.

5. SSD AC p. 215 & CS pp. 22-23. Write the meaning of the word budget.

   a. Prepare an individual budget or spending plan.
   b. Then answer the following questions in terms of budgeting.

   1. How much money for fixed expenses?
   2. How much money for flexible expenses?
   3. What are the total planning expenses?
   4. What was spent?
   5. Did the total planned, agree with the total spent?

6. SSD AC pp. 215-217. Read "The Family Budget" then prepare an imaginary family spending plan or budget.

   a. List ways in which you can help your family follow its budget.

7. SSD AC pp. 215-217. List at least two favorable and two unfavorable reasons for budgeting.

SELF EVALUATION

Match Items: Place the number of the correct statement in the space provided.

COLUMN A

_____ a. money

_____ b. barter

_____ c. currency

_____ d. bullion

_____ e. coins

_____ f. checks

_____ g. payee

_____ h. budget

_____ i. circulates

_____ j. price

COLUMN B

1. Written orders to the bank to pay a certain sum of money from a checking account to the person named on the check.
2. The person named on the check.
3. Gold bars at Fort Knox, Kentucky.
4. Hard money
5. Medium of exchange
6. The value of a product or service in terms of money.
7. A plan for spending money
8. To trade one thing for another
9. Another name for coins and paper money
10. Money passing from one person to another causing it to flow through our economy.

II. Answer the following questions.

1. List two common features of money in the United States:

   a.

   b.

2. Who owns the money in the United States?
3. What is money management?
4. What is the purpose of the stub on the check?
5. List two ways in which parents can help children learn to manage money?
   1. 2.

Section II Making Wise Choices of Merchandise

BEHAVIORAL OBJECTIVE NO. I

After you have completed your prescribed activities, you will be able to describe wise choices of merchandises.

Activities & Resources for Objective I:

1. SSD YLAC p. 431. List at least four favorable reasons for making a shopping list.

   a. List the three investigations that should be made when buying expensive things (items).

2. SSD AC pp. 290-291. List at least two ways in which a consumer can learn where and when to buy.

3. SSD AC pp. 290-291. List the time of the month or year that is favorable for buying the following items.

   a. certain foods
   b. clothings
   c. furniture
   d. automobiles

4. SSD AC p. 291 and YLAC pp. 431-432. List ways of judging price and quality.

   a. Define brand names and the consumer reports.

5. SSD AC pp. 291-292. List ways of Learning to Study Labels.

6. SSD YLAC p. 432. List and describe the four informational aids for judging quality in terms of price.

BEHAVIORAL OBJECTIVE NO. II

After you have completed your prescribed activities, you will be able to describe ways of protecting consumers.

Activities & Resources for Objective II:

1. SSD CFA pp. 415-416 List and describe informational aids to buyers for making wise choices in merchandise.

2. TD Consumer Reports Nov. 1972. Make a list of the facts that you should consider before buying the following items.

   a. Stero Casseette Tape Decks
   b. Three-speed Light Weight Bicycles
   c. FM/AM Stero Radios
   d. Low Priced Movie Cameras
   e. Children's Phonographs

3. SSD AC pp. 292-293 List the duties of each of the following agencies listed below in terms of protecing consumers

   a. State Licensing Agencies
   b. Better Business Bureau
   c. Federal Trade Commissions
   d. National Bureau of Standards
   e. Department of Agriculture
   f. Post Office Department
   g. Food and Drug Administration.

4. SSD AC pp. 292-293. List the private organizations that help to protect consumers.

   a. List the work of these organizations.

5. TD TRC pp. 7-9. List ways in which you as the consumer can help yourself.

6. TD TRC pp. 9-13. List nine ways of purchasing (buying) for the greatest value of your money.

7. From the calender that the teacher will give to you, list the months of the year that are good for wise buying in terms of:

   a. clothings
   b. home goods
   c. cars & accessories
   d. toiletries

8. SSD YLAC pp. 432-433. Tell in writing when is a bargain really a bargain.

9. Worksheets will be given to you.

SELF EVALUATION

True - False Place "T" for true and "F" for false in the space provided.

_____ 1. A shopping list should save time and energy plus curb impulsive buying.

_____ 2. In judging quality, price is not always a safe guide.

_____ 3. Certificate labels say that the product meets the requirements of an independent testing agency.

_____ 4. Americans should beware of such terms as "highest quality," if it describes a product.

_____ 5. If a consumer is not satisfied with a product they buy or with the way a certain store does business he should report it to the Better Bureau of Business.

II. Multiple Choice: Circle the correct answer.

1. A responsible consumer should know:

   a. laws and regulations protecting you
   b. consumer organizations
   c. good buying practices
   d. all of these

2. Some aides in judging quality are:

   a. labels
   b. consumer magazines
   c. advertisement
   d. Government pamphlets on different products
   e. all of these

3. Informational aids to consumers are:

   a. friends
   b. sale clerks
   c. pamphlets ("Buyers Guide")
   d. stamps or seals of approval on products such as goodhousekeeping seal
   e. all of these

4. In buying the greatest value for its money, you can save money by:

   a. timing your buying to take advantage of annual sales
   b. buying according to grade and specification
   c. buying on the basis of nutritive values
   d. all of these

5. The private organizations that help protect consumers are:

   a. consumers' research
   b. consumers' union
   c. none of these
   d. all of these

Section III Buying on Credit

BEHAVIORAL OBJECTIVE NO. I

After you have completed your prescribed activities, you will be able to use Consumers' Credit wisely.

Activities & Resources for Objective I:

1. SSD AC p. 559. Define:

   a. credit b. short-term credit c. long-term credit

2. SSD AC p. 293. List at least three favorable and three unfavorable reasons for buying on credit.

3. SSD AC p. 293. Define charge account.

4. SSD AC p. 293. List the two arguments in favor of charge accounts and the two arguments against charge accounts.

5. SSD AC p. 293 Define credit rating.

   a. List two reasons why a good credit rating is important.

6. SSD AC p. 293. Define installment plan.

   a. What is the down payment?
   b. What is the balance?

7. SSD AC pp. 294 Define the terms below:

   a. Carrying charge b. interest

8. Think before buying on credit or installment plans what questions should you ask the salesman or merchant?

9. SSD AC pp. 293 List the advantages of paying cash for your goods.

BEHAVIORAL OBJECTIVE NO. II

After you have completed your prescribed activities, you will be able to discuss where and when to borrow money.

Activities & Resources for Objective II:

1. TD TCAHD p. 182 What investigation should be made before borrowing money?

2. TD TCAHD pp. 182 - 183. List at least four types of lending institutions.

3. TD TCAHD pp. 182-183. List and describe the three types of banks to which you may go to borrow money.

4. TD TCAHD pp. 182-184 Describe the following lending institutions

   a. credit unions b. finance companies

5. TD TCAHD pp. 183-184 List favorable reasons why you should borrow from a credit union.

6. TD TCAHD pp. 182-183 List favorable reasons why you should borrow from a bank.

7. TD TCAHD pp. 183-184 List unfavorable reasons why you should not borrow from a Loan or finance compnay.

8. TD TCAHD p. 184 Identify loan sharks

   a. With the advantages offered to us by the credit unions and banks, why do people still go to loan sharks?

9. SSD AC p. 302. Define collateral and give an example of it.

10. TD TCAHD p. 182. From the above page, list the questions that most lending institutions demand satisfactory answers to.

    a. What is his reason for asking these personal questions.

Self Evaluation

I. True & False: Place "T" if the statement is true and "F" if the statement is false in the space provided.

_____ 1. Credit is to buy now and pay later.

_____ 2. A credit rating is how well a customer pays his bills.

_____ 3. Credit unions offer the lowest interest paid back on money borrowed.

_____ 4. A loan to be paid back in 10 to 30 years is a short-term loan.

_____ 5. The impulse buyer is one who buys without planning.

_____ 6. Caveat emptor means let the buyer beware.

_____ 7. Installments are weekly or monthly payments.

_____ 8. Brand names are on products that are advertised nationwide.

_____ 9. The chief danger in credit buying is that some families sometimes buy too much and go too deeply in debt.

_____10. A credit union charges more interest on borrowed money than a finance company.

II. Answer the following questions:

1. List two lending institutions.

   a. b.

2. What is a loan shark?

3. List at least two questions that lending institutions usually ask.

   a.

   b.

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LEARNING ACTIVITY PACKAGE

"ACCOUNTING FOR

AND

PROTECTING YOUR INCOME"

SØ 007 562

Ninety Six High School
Ninety Six, S.C.

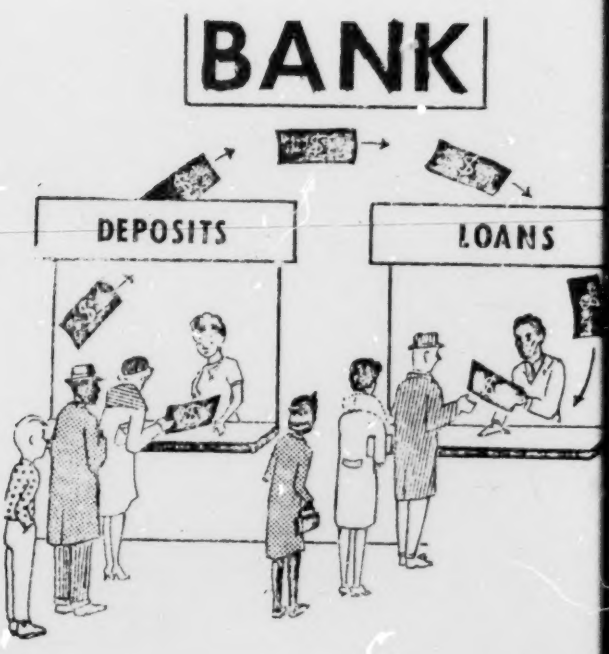
SOCIAL STUDIES 92

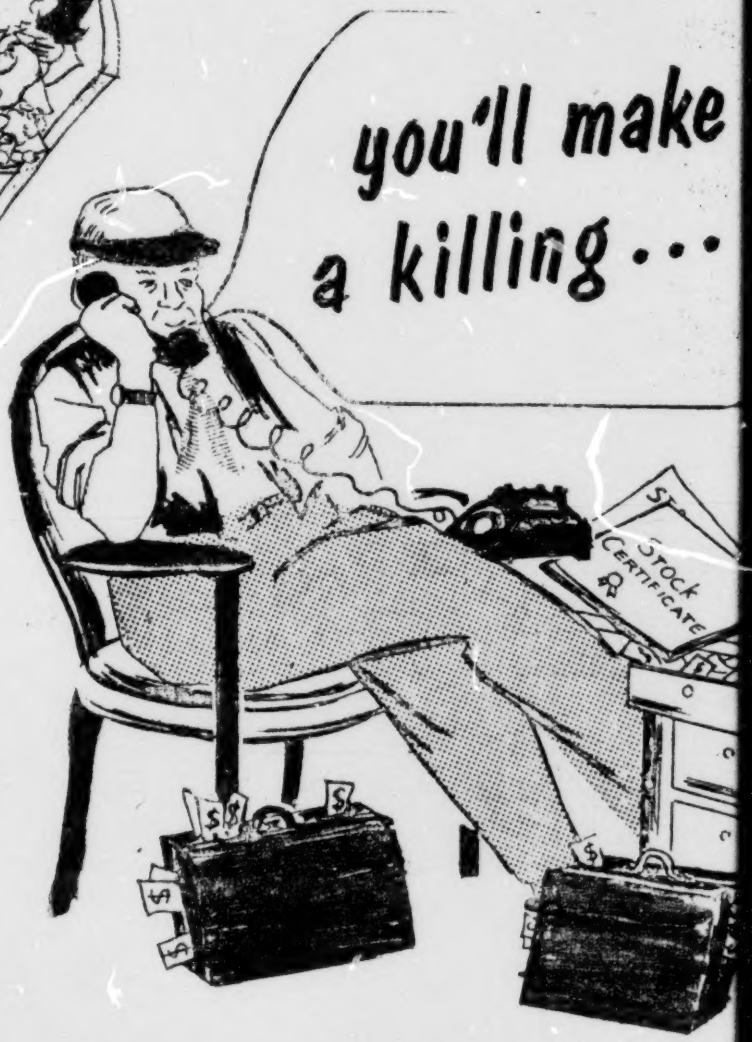
REVIEWED BY J.A.R.

LAP NUMBER 8

WRITTEN BY Mrs. Calhoun

RATIONALE





5 1/4% per annum
Highest permissable dividends paid on all passbook savings
6 month savings certificates
FIRST FEDERAL
Savings and Loan Association
OF ARLINGTON
All Offices — JA 6-2100

RESOURCES

BOOKS:

Below you will find the following abbreviations: SSD or LID or TD. SSD means that the material is found in the Social Studies Department. LID means that is is found in the Resource Center. TD means that it is found in a special room in the school. The second column of abbraviations indicates the title of books, tapes, and filmstrips to be used in the LAP.

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SSD & TD - CFA	Civics for Americans by Clark
SSD - YLAC	Your Life as a Citizen by Smith
TD - TCAHD	The Consumer and His Dollars by A. A. Natella

PAMPHLETS:

_____The Responsible Consumer by Sidney Margolius

_____Money Management Children's Spending

_____Buyer Be Wary!

_____How To Stretch Your Money

__X__Your Saving and Investment Dollars by S. G. Bryant

FILMSTRIPS AND CASSETTES:

__X__Banks and Banking-Eye Gate Series

__X__Business Organization-Eye Gate Series

Section I Banks and Saving Accounts

BEHAVIORAL OBJECTIVE NO I:

After you have completed your prescribed activities, you will be able to discuss the beginning of banking in the United States.

Activities and Resources:

1. SSD AC p. 302 Outline the beginning of banking in the United States.

2. SSD AC p. 302 Define: Banks, state banks, national banks.

3. SSD AC p. 302 List two kinds of banks.
   a. List the difference between the two kinds of banks.

4. SSD AC p. 303 Read "George Chase Gets A Bank Loan". List the procedures G. Chase used in establishing his own business.
   a. Define the terms listed below:
      1. interest
      2. discounting
      3. collateral

5. SSD AC pp. 303-304. List the two ways in which banks obtain their money.
   a. Define the term listed below:
      1. depositors
   b. Write or be able to tell the difference between a demand deposit and a time deposit.

6. SSD AC pp. 304-305. What is the Federal Reserve System?
   a. How many Federal Reserve District banks do we have in the United States?
   b. How many branch banks are there in each Federal Reserve District?
   c. Are all banks required to be members of our Federal Reserve system?

7. SSD AC pp. 304-305. List the two main purposes of the Federal Reserve System.
   a. Who put most of the United States currencey into circulation?
   b. What percentage of the reserve funds must member banks deposit in the Federal Reserve bank in their district?

8. SSD AC p. 305 Describe the management of the Federal Reserve System.
   a. List the decisions that are made by the Board of Directors.
   b. Show how the Board of Directors can make it easy or difficult to get credit in the United States.

Activities 6, 7, and 8 should be handed in to the teacher.

BEHAVIORAL OBJECTIVE NO II:

After you have completed your prescribed acitivites, you will be able to describe the importance of saving in the United States.

Activities and Resources:

1. SSD AC pp. 305-306 List at least six reasons why people save.

2. SSD AC pp. 306-307 List and describe in writing four ways of saving in the United States.

   You will discuss activities 1 and 2 in small group discussions.

3. SSD AD pp. 306-307 Define each of the words listed below in terms of saving:
   a. insurance
   b. premiums
   c. credit association

4. SSD AC p. 306 Be creative in constructing a chart on different ways of saving. Your grade will depend upon your ability to come up with some different ones than those in the book.

5. SSD AC pp. 307-308 List ways in which saving helps our nation's economy or business system.

6. SSD AC p. 309 List and describe six ways saving keeps our nation prosperous.

7. SSD AC p. 309-310 List and described laws that have been passed by the state and federal governments to protect the persons who save in terms of:
   a. Banks
   b. Insurance Companies
   c. Saving and loan associations
   d. Credit associations or credit unions

8. SSD AC p. 310 Who pays the FDIC.
   a. Identify the FDIC.

BEHAVIORAL OBJECTIVE III:

After you have completed your prescribed activities you will be able to describe the purposes of checking accounts.

Activities and Resources:

(CA p. 14)

1. SSD WBE Define each of the following terms:
   a. no balance check
   b. certified check
   c. cashiers check
   d. traveler's check

Activities and Resources (cont.)

2. SSD CA p. 3 List and describe the three types of checking accounts.

3. SSD CA p. 4-5 List and describe five favorable reasons why we should have a checking account.

4. SSD CA p. 6 Describe in writing how to open a checking account.

5. SSD CA p. 10 List and describe the three ways to endorse a check. Then using three blank checks for instructional purposes you will demonstrate the three ways of endorsing a check. These endorsed checks will be handed in for evaluation

6. SSD CA pp. 8-9 List some of the Do's and Don'ts in writing checks.

7. SSD CA p. 11 List five ways of reconciling your bank account.

8. SSD CA pp. 12-13 Describe the life of a check. This activity should be handed in to me.

9. SSD CA pp. 14-15 List at least five good reasons why you should keep your cancelled checks.

10. SSD CA p. 10 If your name is misspelled on a check what should you do?
    a. What percentage of Americans pay bills by checks today?

BEHAVIORAL OBJECTIVE NO. IV:

After you have completed your prescribed activities you will be able to discuss ways in which banks serve the governments.

Activities and Resources:

1. SSD YLAC p. 400 List four ways banks serve business.

2. SSD YLAC pp. 401-402 List ways in which the banks serve our government.

3. SSD YLAC p. 402. Define each word listed below
    a. depression
    b. boom
    c. inflation
    d. deflation

4. SSD YLAC pp. 402-403 What happens when money is:
    a. abundant
    b. scarce
    c. What groups of people are especially hurt by inflation?

5. SSD YLAC pp. 402-403 What happens to prices when certain items or articles are in demand--Example: Today's meats.

6. SSD YLAC 402 Compare prices in 1939 to prices in the U. S. in 1959.

Activities and Resources (cont.)

7. SSD YLAC pp. 403-404 List ways in which the federal government try to keep the flow of money steady in the United States.

8. SSD YLAC p. 405 List some direct methods that the government may use to halt price increases.

Section I SELF-EVALUATION

I. Match the following words or phrases in column B with column A.

Column A

____A. Bank

____B. Collateral

____C. Discounting

____D. Depositor

____E. Board of Governors

Column B

1. Seven members appointed by the president to manage the Federal Reserve Banks.
2. Property used to guarantee that a loan will be repaid such as land, house, etc.
3. A business firm that deals with money and credit.
4. Taking out, or deducting, the interest on a loan in advance.
5. Persons who keep checking accounts and savings accounts in a bank.

II. Answer the following questions:

1. List at least three reasons people save.
   a.
   b.
   c.

2. List at least three ways in which people might save.
   a.
   b.
   c.

3. List two ways saving provides money (capital) for businesses
   a.
   b.

4. What is the FDIC?

5. What percentage of the banks in the U. S. are members of the FDIC?

III. Multiple choice: Circle the correct answer:

1. Ways in which banks serve businesses

   a. checks
   b. FDIC
   c. banks supply businesses with coins and currency
   d. banks supply businesses with credit
   e. all of these

2. A rise in prices with the value of the dollar going down

   a. deflation
   b. inflation
   c. all of these
   d. none of these

3. A decrease in prices with the value of the dollar going up

   a. deflation
   b. inflation
   c. none of these
   c. all of these

4. Direct ways in which the government tries to halt price increase

   a. wage freeze price
   b. the federal reserve may put more money into circulation
   c. none of these
   c. all of these

5. Three ways to endorse a check

   a. bland
   b. restricted
   c. full
   d. all of these
   e. none of these

Section II Insurance

BEHAVIORAL OBJECTIVES NO I:

After you have completed your prescribed activities, you will be able to describe the purposes of insurance.

Activities and Resources:

1. TD TCAHD pp. 225 Describe in a paragraph the development of insurance.

2. TD TCAHD p. 225 & 226. List the purposes of insurance.

3. TD TCAHD p. 226-227 List and describe the three basic types of insurance.

4. TD YSAID p. 11-14 Define life insurance
   a. List the four types of ordinary life insurance policies.
   b. List the three forms of life insurance.

5. TD YSAID p. 11 Define: a. term insurance b. renewable provisions c. conversion privilege d. List two favorable and two unfavorable reasons for taking out term insurance.

6. TD YSAID p. 11 Define: straight or whole life insurance. Define: a. cash surrender b. cash value c. List two favorable and two unfavorable reasons for taking out a straight life insurance.

7. TD YSAID p. 11 Define: limited payment life insurance

8. TD YSAID p. 12 Define:
   a. endowment insurance
   b. List one favorable and one unfavorable reason for taking out an endowment policy.

BEHAVIORAL OBJECTIVE NO II:

After you have completed your prescribed activities, you will be able to describe accident and health insurance.

Activities and Resources:

1. SSD TCAHD p. 232 Define: a. health insurance

2. SSD AC. 456-460 List two types of health insurnce

3. TD TCAHD pp. 233-234 List and describe at least two kinds of fire insurance.

4. TD TCAHD p. 234 Identify theft insurancne

5. TD TCAHD p. 334-335 Identify liabiltiy insurance

6. TD TCAHD pp. 335-336 List four kinds of automobile insurance
   a. List one favorable reason and one unfavorable reason for taking out each of these types of automobile insurance.

7. TD TCAHD p. 237-238 Describe title insurance

BEHAVIORAL OBJECTIVE NO. III:

After you have completed your prescribed activities you will be able to discuss how to buy insurance.

A resource speaker may come in.

1. SSD TCAHD p. 243-244 List and describe how to buy insurance.

2. SSD TACAHD p. 244 List and describe six good points that should be considered before taking out any type of insurance.

3. SSD YSAID p. 13 List and describe the facts that should be considered before selecting a life insurance.

4. SSD YSAID pp. 13-15 Before you select a policy what basic requirements, provisions, and benefits should be explained to you by the representative.

5. LIB WBE Vol. 10 "I" pp. 235-244 List the types of insurances that each of the following needs:

   a. the single person
   b. the growing family
   c. the retired worker
   d. owner of an automobile

Section II SELF-EVALUATION

True-False: Place "T" for true and "F" for false in the space provided:

_____1. Insurance is the pooling or shifting probable loss among a group rather than one person.

_____2. Life Insurance is a means of providing income for the family if the bread winner should die

_____3. Term insurance offers protection for a limited period of time, 5, 10, or 20 years.

_____4. Straight life insurance provides protection for life time.

_____5. Endowment insurance usually combines life insurance with a saving.

Answer the following questions:

1. List two things that should be considered before taking out any type of insurance.
   a.
   b.

2. List one favorable and one unfavorable reason for taking out an endowment insurance.

3. Define each of the words or phrases listed below
   a. renewable provisions
   b. conversion privilege
   c. cash surrender

4. Identify these two types of automobile insurance
   a. property damage
   b. bodily injury

5. Describe the home owners package insurance.

BEHAVIORAL OBJECTIVE NO. III:

After you have completed your prescribed activities, you will be able to describe bonds.

Activities and Resources:

1. SSD AC p. 269 Define: a. bonds b. bondholders

2. SSD YSAVD p. 28 Identify: Corporation bonds. List the favorable and unfavorable reasons for buying corporation bonds.

3. SSD YSAID p. 28 Define: Municipal Bonds. List the favorable reasons for buying municipal bonds.

Section III Organizing Your Business

BEHAVIORAL OBJECTIVE NO. I:

After you have completed your prescribed activities, you will be able to describe the organization of businesses.

Activities and Resources:

1. SSD AC p. 266 Define single proprietorship

2. SSD YLAC p. 389-390. Describe in writing how Russell Brown organized his business which was a single proprietorship. Define:
a. wages b. profits

3. SSD YLAC p. 390 List and describe eight ways of making a business a success.

4. SSD YLAC pp. 390-391 List four favorable reasons and three unfavorable reasons for a single proprietorship.

5. SSD AC p. 266 Define: a. partnership b. incorporated
c. describe how Russell Brown organized his partnership business
d. how to recognize a partnership business
(YLAC p. 391) What is the deed of title called?

6. SSD YLAC pp. 391-392 List two favorable reasons and two unfavorable reasons for the partnership business.

BEHAVIORAL OBJECTIVE NO. II:

After you have completed your prescribed activities, you will be able to describe the organization of a corporation

Activities and Resources:

1. SSD AC p. 266 Define: a. Corporation b. Stocks c. Stockholders
d. Dividends e. Charter

Activities and Resources: (cont)

2. SSD AC pp. 266-267 List and describe the organization of a corporation.
   a. Draw the organization of a Corporation
   b. Study the duties of each department

3. SSD AC p. 267 Define: a. board of directors b. management

4. SSD AC p. 268-269 List the three ways in which corporations raise money.

5. SSD AC pp. 268-269 List the favorable reasons for owners of preferred stock
   a. List at least one unfavorable reason for preferred stock holders.

6. SSD AC pp. 268-269 List the three favorable reasons for owners of common stockholders.
   a. List the two unfavorable reasons for owning common stock in a corporation.

7. SSD YLAC 268-270 See your teacher for a chart; then list the differences between these three organizations:
   a. single proprietorship
   b. partnership
   c. corporation

   This should be neatly done because it is going to be graded by the teacher.

8. SSD YLAC 268-270 See your teacher for a chart; then list the advantages and disadvantages of these three:
   a. single proprietorship
   b. partnership
   c. corporation

9. SSD YSAID p. 28 Identify federal government bonds. List the favorable reasons for buying federal government bonds.

10. SSD YSAID p. 28 Define: a. secured bonds b. unsecured bonds c. convertible d. callable bonds

11. SSD YSAID p. 29 List and describe the investigation that should be made before investing

12. SSD TCAHD p. 267-268 Read "Look Before You Leap"

13. SSD TCAHD pp. 270-271 In a chart list the 10 points guide for the careful investor

14. LIB WBE P Do a written report of two pages on the New York Stock Exchange and Stock broker.

SELF-EVALUATION

True-False

_____1. A corporation is a private business controlled by one person.

_____2. Stock is a share of ownership in a corporation.

_____3. Dividends are written documents which guarantee your position in the company.

_____4. Only the holders of common stock vote at the annual meeting.

_____5. Stockholders are persons who own shares in a standard oil company.

_____6. Stock is issued by corporations.

_____7. Bonds represent a loan to a corporation and those who own them are paid interest.

_____8. An advantage of a single proprietorship is that you are your own boss.

_____9. A partnership consists of two or more persons.

_____10. A corporation consists of one person.

Answer these questions:

1. List the Board of Directors duties.

2. List the job of the following:

   a. preferred stockholders

   b. common stockholders

Advance Study

1. Prepare a bulletin board display on the three types of checking accounts.

2. You may draw a cartoon showing the life of a check.

3. Using a poster chart, you will draw a map of the United States showing the 12 Federal Reserve District Banks. World Book Encyclophedia.

4. Using poster paper and different colored pens, you will chart the organization of a Corporation. American Civics P. 267

5. You may construct a poster on one of our modern banks, listing the services that are provided.

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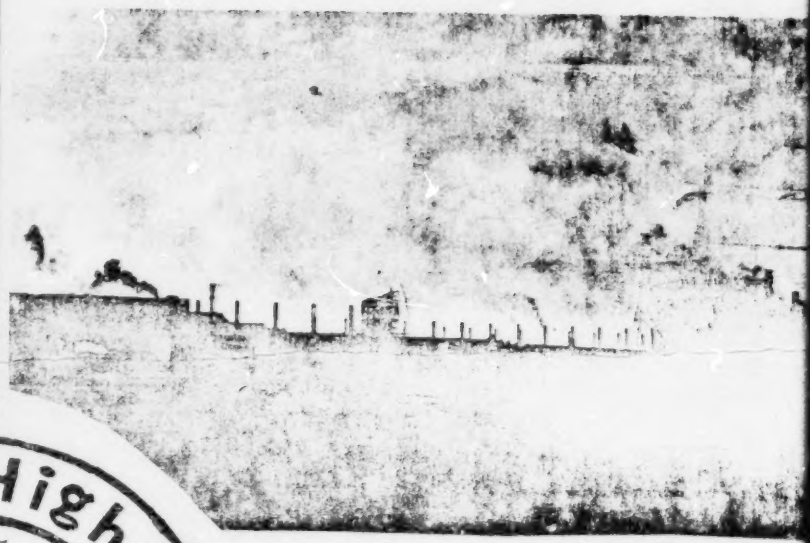
LEARNING ACTIVITY PACKAGE

Alexander in *The Philadelphia Evening Bulletin*

"POSTED" In 1964 Congress established a National Wilderness Preservation System. The law was designed to close some 9 million acres of national forest land to lumbering, grazing, and other commercial use.

PROTECTING YOUR ENVIRONMENT



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Ninety Six High School
Ninety Six, S.C.

AMERICAN CIVICS 92

REVIEWED BY _____

LAP NUMBER 9

WRITTEN BY B. C. Calhoun

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RATIONALE (Purpose of Lap)

CONSERVATION

U.S. Soil Conservation Service

Wildlife. Refuges protect birds and other animals. Ducks can find a resting spot for the winter and food safely at this water-fowl refuge located near Washington, D.C.

WATER

Don Wharton from WORLD FEND

Lookout towers for spotting forest fires constitute an important element in woodland conservation. Name some other forest conservation measures.

Tennessee Valley Authority

RESOURCES

BOOKS

Below you will find the following abbreviations: SSD or LID or TD. SSD means that the material is found in the Social Studies Department. LID means that it is found in the Resource Center. TD means that it is found in a special room in the school. The second column of abbreviations indicates the title of books, tapes, and filmstrips to be used in the LAP.

SSD - A. C.	American Civics by Vincent and Hartley
SSD & TD - CFA	Civics for Americans by Clark
SSD - YLAC	Your Life as a Citizen by Smith
SSD - RAN	Rise of the American Nation by Todd Curti

FILMSTRIPS AND CASSETTE TAPES:

_____ This Land of Ours

_____ The Waste of Our Resources

_____ The Need for Conservation

_____ Water and Its Conservation

_____ Soil and Its Conservation

_____ The Conservation of Our Forests

_____ The Conservation of Minerals

_____ The Conservation of Wildlife

_____ The Conservation of Human Resources

_____ Threshold of Tomorrow

_____ To Conserve and Protect

_____ A Noble Venture

_____ The Gifts

_____ The Trouble With Trash

_____ TVA and the Nation

_____ Valley of the Tennessee

_____ This Is TVA

Section I Our Dependence Upon Our Natural Resources

BEHAVIORAL OBJECTIVE NO. I:

After you have completed your prescribed activities, you will be able to describe the importance of our natural resources.

Activities and Resources:

Activities 1-3 from the filmstrip, "This Land of Ours"

1. FS and CT. Make a list of the things you use everyday that come from our natural resources.

2. FS and CT. Make a list showing how each of us depend upon the following resources:

   a. land
   b. water
   c. forest
   d. wildlife

   a. Make a class chart showing all the uses of land.
   b. A filmstrip and tape will be shown on "This Land of Ours"

3. FS and CT. List the natural resources that have made our nation great, and a land of plenty.

4. SSD-RAN pp. 830-831. Draw a map of the United States showing the most important natural resources in each state. Special emphasis should be placed on the natural resources in your state.

5. SSD-AC p. 471. FS and CT "The Waste of Our Resources." Describe the nature of our country when the settlers first came here.

   a. Explain why the early settlers cut down forrests.

6. FS and CT "The Waste of Our Resources." List the results of the waste of our natural resources.

   a. Describe how the wildlife has been wasted throughout history.

7. FS and CT "The Waste of Our Resources." List the causes of forest fires.

   a. Show why a forest fire can be a great disaster.

8. In a paragraph or more describe the waste that seems the worst to you and the waste that is most dangerous at the present in the United States.

9. SSD-AC p. 474. List the differences between renewable resources and exaustible resources.

   a. List examples of each: Renewable resources and exhaustible resources

   b. List two kinds of wildlife that are extinct.

BEHAVIORAL OBJECTIVE II:

After you have completed your prescribed activities, you will be able to describe the history and development of our natural resources.

Activities and Resources:

1. SSD-AC pp. 469-470. Write a paragraph on the importance of our natural resources.

2. SSD-AC pp. 472-473. Describe the work of each of the following men in terms of conservation.

   a. Theodore Roosevelt
   b. Gifford Pinchot
   c. Franklin D. Roosevelt

3. SSD-AC pp. 472-743. List the events during the 1930's that helped to make our nation aware of the need to conserve its resources.

4. TD-WBE. Select a natural resource and do a written report on its uses in the United States.

5. Using newspapers and magazines, gather pictures showing good and bad practices in the use of resources.

   This should be done on poster paper or a bulletin board display.

BEHAVIORAL OBJECTIVE III:

After you have completed your prescribed activities, you will be able to discuss environmental problems in the United States.

Activities and Resources:

1. SSD-AC pp. 474-475. Define each of the following in terms of environmental problems:

   a. water erosion
   b. wind erosion
   c. sheet erosion
   d. soil erosion

   Prepare a poster chart, showing the four types of erosions.

2. SSD-YLAC pp. 342-343. List and describe where and why do we have water shortages in the United States.

3. SSD-AC pp. 478-479. Define the terms listed below:

   a. water cycle
   b. ground water

   Filmstrip and tape on Water and Conservation

4. SSD-YLAC pp. 343, 346, 347, 357. List causes of each of the following:

   a. water pollution
   b. forest fire
   c. air pollution

5. SSD-YLAC pp. 355-356 and from newspapers, television and magazines, you will list the causes of the gas shortages in the United States today.

SELF EVALUATION

I. Matching Exercise:

Column A

_____ a. Water erosion

_____ b. sheet erosion

_____ c. exhaustible resources

_____ d. renewable resources

_____ e. wildlife

Column B

1. The washing away of top soil by rain.
2. Untamed animals that live in the forests and fields.
3. Resources that are used up and gone forever.
4. The washing away of the surface of the soil more or less evenly.
5. Resources that can be used time after time: example - air

True - False:

_____ 1. The program to save our resources is the conservation movement.

_____ 2. Gifford Pinchot wrote a book entitled "Breaking New Ground."

_____ 3. A leader in the movement for conservation was president Woodrow Wilson who appointed Gifford Pinchot.

_____ 4. Soil is a renewable resource, for it can be used over and over again.

_____ 5. Soil furnishes food for man and animals.

_____ 6. Some of America's natural resources are wasted through poor farming methods, fires, and floods.

_____ 7. The floods and droughts of 1919, aroused Americans to the need to conserve our resources.

Section II Conservational Practices

BEHAVIORAL OBJECTIVE I:

After you have completed your prescribed activities, you will be able to describe the need for conservation.

Activities and Resources:

1. SSD-AC p. 558. Define conservation.

   a. Why is conservation needed today?

2. SSD-AC pp. 474-475. List the importance of conservation in terms of the uses of:

   a. soil
   b. water
   c. forests
   d. wildlife
   e. mineral

3. FS and CT will be shown on "The Need For Conservation."

4. SSD-YLAC pp. 345-346. List the work of each of the following in terms of conservation:

   a. Tennessee Valley Authority
   b. Bureau of Reclamation (Interior Department)
   c. Water Resources Council
   d. Atomic Energy Commission

   A filmstrip and tape will be shown on "The Conservation of Water."

5. SSD-YLAC pp. 346-356. List the work of the following in terms of conservation:

   a. forest service
   b. Natural Park Service
   c. Fish and Wildlife Service
   d. Soil Conservation Services

   Filmstrips and tapes will be shown on "Soil and Its Conservation" "Convervation of our Forest", and "Conservation of Wildlife."

6. SSD-YLAC pp. 355-356. List the conservation programs that control our mineral and fuel resources.

   a. List the work of each mineral and fuel conservation program.
   b. A filmstrip and tape will be shown on, "The Conservation of Mineral Resources."

7. SSD-YLAC pp. 357-358. List the work of the Clean Air Acts in terms of:

   a. (1) factories (2) cars
   b. What is being done in other countries in terms of air pollution.

8. SSD-YLAC pp, 359-360.

   a. Describe in a paragraph a Conservation Project carried out by young people.

Activities and Resources (cont.)

b. SSD-AC p. 485. List six ways in which you, as a citizen may help in the Conservation Movement.

c. List careers and related jobs in conservation.

From what you have read, and listened to, write a paragraph on the importance of Conservation in the United States.

SELF EVALUATION

I. True - False:

_____ 1. Conserve means to use wisely.

_____ 2. Soil, water, air, forest and coals are examples of renewable resources.

_____ 3. The Federal Soil Conservation Service is an agency of the Department of State.

_____ 4. Several examples of exhaustible resources are natural gas, iron, salt and copper.

_____ 5. Good forest management includes replanting to make sure trees will continue to grow.

II. Answer these questions.

1. List two ways in which a citizen may practice conservation.

   a.

   b.

2. List two purposes of the Tennessee Valley Authority.

   a.

   b.

3. What year was the Tennessee Valley Authority started?

4. What is the purpose of the Water Resources Council?

5. Which president is responsible for the water Resources Council?

ADVANCE STUDY

1. You may construct a poster chart urging some particular conservation practice, including:
   a. preventing forest fires
   b. saving fuel and water
2. You may construct a poster chart display of pictures and articles dealing with government conservation activities.
3. You may construct a poster chart on the United States giving the location of the major dams. Include information on the Tennessee Valley Authority and state the following:
   a. the benefits that the dams provide
   b. the difference between the Tennessee Valley Authority and the Federal Projects
4. You may interview a game warden or conservation officer on wildlife problems in your community and on his particular duties.
5. You and two other students may prepare a bulletin board showing wasted resources.
6. Two students may draw posters showing a soil-conservation project being carried out and an appeal for its adpotion.
7. You and another student may do a research project. You will study the resources and problems of your region or state and make an oral report on tape for the class, using the following reference, Our Land is Our Life by J. M. Eleazer.